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ABSTRACT

This booklet is intended for physical education teachers of adolescents. Physical activities are designed to enhance the students' knowledge of exercise physiology, kinesiology, psycho-social humanities, and motor learning and how this knowledge relates to health, appearance, achievement, psycho-social development, aesthetics, and coping. The instructional activities emphasize learning experiences in which students engage in physical activity as a means for increasing knowledge of the fundamentals of human movement. Each chapter identifies what students need to know, what they can do, and what they can accomplish while getting ready for participation in different activities, while participating in the activity, and following participation. In addition, each chapter concludes with suggestions to help teachers develop program ideas and additional instructional activities for the concept upon which the chapter is based. The objective of the overall program is to assist adolescents in developing personal meaning and satisfaction through movement. (JD)

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Adolescence

BASIC STUFF SERIES II

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"BASIC STUFF" SERIES

A collection of booklets presenting concepts, principles and developmental ideas extracted from the body of knowledge for physical education and sport. Each booklet is intended for use by undergraduate majors and practitioners in physical education.

"BASIC STUFF" SERIES

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- Exercise Physiology
- Kinesiology
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- Psycho-Social Aspects of Physical Education
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preface

The information explosion has hit physical education. Researchers are discovering new links between exercise and human physiology. Others are investigating neurological aspects of motor control. Using computer simulation and other sophisticated techniques, biomechanics researchers are finding new ways to analyze human movement. As a result of renewed interest in social, cultural, and psychological aspects of movement, a vast, highly specialized body of knowledge has emerged.

Many physical education teachers want to use and apply information particularly relevant to their teaching. It is not an easy task. The quantity of research alone would require a dawn to dusk reading schedule. The specialized nature of the research tends to make it difficult for a layperson to comprehend fully. And finally, little work has been directed toward applying the research to the more practical concerns of teachers in the field. Thus the burgeoning body of information available to researchers and academicians has had little impact on physical education programs in the field.

The Basic Stuff series is the culmination of the National Association for Sport and Physical Education efforts to confront this problem. An attempt was made to identify basic knowledge relevant to physical education programs and to present that knowledge in a useful, readable format. The series is not concerned with physical education curriculum design, but the "basic stuff" concepts are common core information pervading any physical education course of study.

The selection of knowledge for inclusion in the series was based upon its relevance to students in physical education programs. Several common student motives or purposes for participation were identified: health (feeling good), appearance (looking good), achievement (doing better), social (getting along), aesthetic (turning on), and coping with the environment (surviving). Concepts were then selected which provided information useful to students in accomplishing these purposes.

The Basic Stuff project includes two types of booklets. Series I is designed for use by preservice and inservice

10 6

teachers and consists of six pamphlets concerning disciplinary areas: exercise physiology, kinesiology, motor development and motor learning, social/psychological aspects of movement, and movement in the humanities (art, history, philosophy). This first series summarizes information on student purposes. Series II is also designed for use by teachers but with a different focus. Three handbooks are included: early childhood; childhood; adolescence. Each describes examples of instructional activities which could be used to teach appropriate physical education concepts to each age group.

The development of the Basic Stuff series has been a cooperative effort of teams of scholars and public school teachers. Scholars provided the expertise in the content areas and in the development of instructional materials. Public school teachers identified relevance to students, field tested instructional activities, and encouraged the scholars to write for general understanding.

The format of the booklets was designed to be fun and readable. Series I is structured as a question and answer dialogue between students and a teacher. Series II continues this emphasis with the infusion of knowledge into the world of physical education instructional programs. Our hope is that the Basic Stuff series can help to make this scenario a reality.

Linda L. Bain, *Editorial Committee*
University of Houston

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introduction

This booklet is directed toward helping teachers teach the basic stuff in physical education.

The organization and titles of the chapters in this booklet are the same as in Series I. Each identifies a student motive for participating in physical acitvity. The chapter subjects are feeling good (health), looking good (appearance), doing better (achievement), getting along (psycho-social), turning on (aesthetics), and surviving (coping). The concepts within each chapter have been selected to help students achieve these motives.

The basic stuff in each chapter represents a composite of concepts from the same chapters in each of the Series I booklets. For example, Chapter I, on feeling good, has concepts from exercise physiology, kinesiology, psycho-social humanities, motor learning and motor development, which can help adolescents feel good (be healthy). Additional information and explanations for the concepts can be found in Series I.

The instructional activities for teaching the basic stuff focuses upon and emphasizes learning experiences in which students are *engaging in physical activity* as a means for coming to know and understand the basic stuff in physical education. They have been selected as representative possibilities to illustrate how the concepts could be taught.

The intent is to ensure that the student learns the concept; that is, cognitively understands it, and can apply the knowledge to varying movements and activities. This knowledge can be tested by having the student explain the concept, or answer questions about it orally or on a written test. The parallel intent is to ensure that the student can physically demonstrate the concept when performing physical skills. The student can be asked to demonstrate a specific concept under a variety of conditions.

The activities represent many different forms, body awareness, sports, dance, and physical fitness activities which exemplify the diverse possibilities for teaching basic stuff. Many instructional activities are simply listed; however, for

each group of concepts, an instructional activity is illustrated. The intent is to provide both a specific example and additional food for thought. It is believed that the best instructional activities are those that are conceived and developed by each teacher to meet the student's specific needs and requirements. In addition, a few selected references are cited which have additional instructional activity ideas.

Within each chapter, the basic stuff has been organized to identify what students need to know, what they can do and what they can accomplish while getting ready for participation, while participating in the activity, and following participation in different physical activities. In addition, each chapter concludes with suggestions to help teachers develop program ideas and additional instructional activities for the basic stuff within that chapter.

Like Series I, Series II is a dialogue which answers specific questions. The dialogue for student questions is in the third person as if you, the teacher, were answering the student's question. The dialogue for instructional activities and how the teacher can help is between the authors and you, the reader.

The selected concepts and instructional activities are appropriate for a diverse adolescent population: from low skilled, uninterested and handicapped students, to highly skilled student athletes. They are also intended for students and teachers of widely differing philosophies and socio-economic backgrounds.

Teaching physical education to the 13-18-year old age group is difficult because of the wide ranges in social, emotional and physical maturation rates. Adolescents readily recognize differences within their group. These differences need to be provided for in the physical education program and through instructional approaches and techniques. Universal treatment tends to discourage participation of those needing special treatment, since many of these cannot meet the singular standard. Junior and senior high school movement experiences should be designed to match unique personal qualities. Help is needed to assist adolescents in developing personal meaning through and of movement. That meaning may be joy, challenge, achievement, social interaction and/or emotional catharsis.

Each instructional activity has the following characteristics and organization: (a) getting students into the activity as soon as possible with minimal instruction, (b) providing different experiences for different ability levels, and (c) supplying examples for getting ready, participating, and after participating.

Design high incentive experiential learning activities in which having fun is the central theme and purpose. Learning the basic stuff should be the byproduct of having experienced the activity. Teachers participating and playing with the students can serve as a high incentive technique.

Use a positive approach. Focus on students' strengths, what they can and want to do. Success with preferred activities and goals increases enjoyment and participation in a wider variety of activities. Encourage and reward participation and personal growth rather than competitive comparisons. Teachers must have and demonstrate a real interest and positive attitude for themselves, their students and the activities which they are teaching.

Self-direction, cooperative learning and self-monitoring are powerful sources for enhancing positive attitudes. The teacher's role is to provide support and encouragement, reward effort and provide specific recommendations for improvement. If students do not have confidence in their ability to successfully complete the task, the odds are that they will make an adjustment in their movement which may lead to an injury.

foreword

The emphasis on acquisition of sport skills and fitness is so pervasive in the secondary schools that it is difficult to grasp the notion of teaching the body of knowledge to adolescents through physical education experiences. However, serious reflection on the interests and nature of the adolescent demands examination of current practices. Perhaps the dual role of being a high school physical educator and coach results in some confusion concerning outcome goals of each. Physical educators are encouraged to view "basic stuff" for teenagers as a means to totally physically educate them by helping them understand how, why, when and where people move. Acquisition of this knowledge can assist the adolescent in a non-school setting to be more effective in satisfying his unique goals.

The structure of this booklet essentially follows that of the two sister booklets in Series II. Although specific physical activity units are often suggested to teach the concepts, the writing team uses these references as examples. Users are urged to consider this booklet as a good start and guide for answering the pervasive adolescent question of "why sweat it?" More answers can be found in Series I and appropriate learning experiences developed and consciously planned to be a part of the curriculum. Each chapter contains appropriate concepts for before, during and after participation. Each concept is presented with its Series I subdisciplinary source. A brief elaboration of concept is given. Several learning experiences are then suggested. Each chapter ends ideas of how the teacher can help promote the learning of concepts relating to "feeling good," "looking good," "doing better," "getting along," "turning on" and "surviving."

The task of assembling this booklet was shared by many. In addition to those cited earlier as part of the writing team, appreciation is expressed to Larry Devine and Nick Breit of California State University, Northridge, California and Marla O'Connor of Los Angeles Valley College.

Marian E. Kneer

CHAPTER ONE

health

Photograph by Tony Labriola

What Do You Mean By Feeling Good?

Feeling good is dependent upon a variety of factors and conditions. It is often the result of a particular experience or awareness; sometimes it is the experience itself, the process of discovering, coming to know, or just doing something. Some of the conditions which create good feelings are being healthy, looking good, doing well, having friends, getting turned on, and overcoming adversity. Feeling good can come from many different sources and is often the result of a complex interrelationship of these variables. This chapter will focus upon the feeling good variables and concepts which relate to becoming and remaining healthy. Subsequent chapters also influence feeling good, but more directly address other motives.

Being healthy encompasses a number of interrelated dimensions: physical health, psychological health, social interper-

sonal health and spiritual health. It ranges from a relatively neutral absence of illness, injury, or distress to positive, high level wellness; the World Health Organization says "health is so interrelated with these dimensions that the term 'holistic health' has come to represent this Gestalt or complete look at health." It is with this holistic attitude that we shall examine the role of regular participation in vigorous physical activity as it enhances one's health. Some of the dimensions which influence health are more appropriately treated in later chapters — specific references will be made where appropriate.

"Feeling Good" and being healthy seem to come naturally for some, but most frequently achieving good health through physical activity is the result of planning and proper preparation on the part of parents, teachers and students. Therefore, the concepts and instructional activities in this chapter have been organized to enhance preparation for participation at different periods of time, for Getting Ready, While Participating, and Following Participation.

How Can Getting Ready Help Me Feel Good?

Preparing for physical activity can help you to: (1) improve your health and reduce the possibility of injury, (2) increase your awareness and reduce anxiety, (3) develop a positive attitude about yourself and the activity, and (4) enhance your enjoyment by participating with others.

Exercise Physiology

Regular participation should occur at least three times a week to increase cardiorespiratory and muscular endurance

Regular participation should occur at least three times a week to increase cardiorespiratory and muscular endurance.

Anything less than three times a week increases the chances of muscle soreness and injury, and will have little effect on increasing endurance. Participation should be vigorous for at least fifteen minutes.

Learning Activities:

Plan strenuous physical activities where all of the students are actively and continuously playing and exerting themselves for at least 15 minutes 3 times a week.

Exercise Physiology

Physical fitness improves well being

Physical fitness improves well being.

Physical fitness includes flexibility, strength, muscular and cardiorespiratory efficiency, normal body weight and good body alignment.

Learning Activities:

1. *Plan a curriculum* that provides a wide variety of activities that help to develop flexibility, strength, endurance and good body alignment. A balance of team and individual sports, rhythmic and body control activities will provide a balance.

2. *Warmup exercises* should include activities that will contribute to physical fitness.

Exercise Physiology

Flexibility improves performance and reduces injuries

Flexibility improves performance and reduces injuries.

Flexibility, allowing the full range of motion, is required to prevent undue stress. Increased flexibility improves the efficiency of some movements.

Learning Activities:

1. *Soccer* specifically requires cardiorespiratory efficiency, leg strength, endurance and flexibility, and neck strength. Therefore, getting ready for soccer should include (a) stretching and flexibility exercises for all parts of the body, especially the legs, (b) running long distances and short sprints as well as specific resistance exercises for improving kicking and jumping strength, (c) flexibility and strength exercises for the neck, and (d) agility drills and activities for quick changes in direction.

2. *Other activities* well-suited for flexibility development are: modern dance, wrestling, gymnastics, and specific exercises. Encourage a conscious effort to increase range of movement through increased flexibility. Stress improvement.

3. Using the sit and reach test, described in the *Health Related Physical Fitness Test Manual,* to evaluate the flexibility of the low back and posterior thighs as well as other tests for range of motion at other joints, the students can determine their initial ability. Periodic testing after appropriate stretching sessions can help the students see their progress.

Exercise Physiology and Kinesiology

Strength protects bones and joints

Strength protects bones and joints.

Muscular strength is needed to protect bones and joints. Insufficient stress and resistance to the skeletal system can cause the bones to become weak and brittle. Muscular strength provides support to joints such as the knee, hip and spine.

Learning Activities:

Test for body strength in the arms, neck, shoulders, torso, legs, knees and ankles. Teach students specific exercises to develop needed levels of strength. Provide time to execute these exercises and encourage personal responsibility for performing them correctly.

Exercise Physiology

Muscular endurance slows fatigue

Muscular endurance slows fatigue.

The greater your muscular endurance, that is, your ability to continue working relatively long periods of time, the longer you can participate without becoming fatigued. Fatigue is a major factor in causing injuries.

Learning Activities:

1. *Teach body control* activities such as weight training, gymnastics and modern dance, team sports such as softball, flag football, volleyball and soccer, and individual sports such as tennis, badminton and racquetball. All of these activities demand intense muscular endurance from specific body areas.

2. *Test for entry and exit muscular endurance* for specific areas needed to perform skills. Arm strength for tennis and badminton for example can be tested using pushups and pullups.

Exercise Physiology

Aerobic exercise improves endurance

Aerobic exercise improves endurance.

It encourages cardiorespiratory efficiency, which improves muscular endurance, reduces fatigue and enhances good feelings.

Learning Activities

Provide each student with a pencil and 3 x 5 card. Record a 15-second sitting pulse. Repeat for accuracy and multiply by 4 for a one minute sitting pulse rate. Have everyone do a slow jog or step test in the bleachers for one minute and then quickly take and record a 6 second working pulse. Multiply the 6 second pulse by 10 for a one minute working pulse. (Note: If the working pulse rate is less than 120, working is too easy; if over 160, too difficult. Attempt to keep it between 120 and 160.)

Repeat the one-minute jog or step test 2 more times, each time recording a 6-second working pulse and multiplying it by 10. Following the 3rd work period (slow jog or step test), sit down, rest for one minute and then take a 15-second pulse count and multiply this by 4. One minute recovery pulse = _____. Subtract the pulse rate above (your one minute recovery pulse rate) from your 3rd working pulse rate. Note: If the difference is 10 or less, you've probably worked too hard, or—or what?

Discuss the following questions:

a. What does my pulse rate tell me?
b. Can a resting and working pulse rate be too fast? too slow?
c. How fast should it be when resting? when training?
d. What is a stress test? should I take one?
e. What activities can help improve my cardiorespiratory efficiency?
f. How long should I train? how often?

Write on the card:

a. My present cardiorespiratory efficiency is _____
_____.

b. Activities I would like to participate in to improve my physical fitness include:_____, _____, _____, _____.

The teacher should clarify that everyone will be on different programs, even within the same activity choices.

Exercise Physiology and Psycho-Social

Excess weight is a hazard

Excess weight is a hazard.

Excess body weight reduces your efficiency, increases your workload, brings about fatigue and increases your chance of getting hurt.

Learning Activities:

1. *Provide diet and nutritional information* in all appropriate units of instruction.

2. *Post calorie charts* illustrating amounts needed for various activities for a selected period of time. Help students to compute number of calories used in selected lessons.

3. Using the skinfold test described in *The Health Related Fitness Test Manual,* determine the body fat of each student. Explain the results and effects on health. Periodically retest to determine improvement.

4. *Counsel with over and underweight students.* Work out a diet and exercise prescription with them.

Kinesiology

Good body alignment reduces injuries

Good body alignment reduces injuries.

The risk of injury is minimized with good body alignment.

Learning Activities:

Stress correct body alignment in all physical activities. *Develop partner tasks* requiring observation, evaluation and feedback to each partner in key activity skills.

Exercise Physiology and Kinesiology

Correct warmup improves performance

Correct warmup and exercising improves performance and reduces muscle soreness and chance of injury.

Warmup exercises should include all the joints and major

Photograph by [illegible] Brundage

muscle groups, as well as specific exercises for a particular activity. Too much emphasis is often placed upon the development of the quadriceps, the muscles primarily responsible for running, kicking and jumping. An overdevelopment of the quadriceps can lead to muscle soreness and injury to the hamstrings. Therefore, for all activities which require specific types of strength and flexibility, be certain to include flexibility and strength exercises for the antagonistic (in this case the hamstring) muscles.

Learning Activities:

1. *Explain to students* the contribution each exercise makes to a specific body part and the reasons why that part needs to be warmed up and/or exercised for the particular activity being taught.

2. *Ask students to design exercises* and warmup plans. Select appropriate creative exercises and/or warmup plans developed by students to be presented and led by them.

3. *Have students analyze* the strength, endurance and skill requirements for specific sports. They can then evaluate their physical conditions and establish training programs for themselves which will get them in condition to play the sport.

4. *Plan specific skill drills* to prepare for specific requirements of the activity. For example when teaching soccer, include warmups and drills for kicking, passing and blocking.

Exercise Physiology

Gradually increase the frequency, length of time, and intensity of effort in your warmup exercises

Gradually increase the frequency, length of time and intensity of effort in your warmup exercises.

The body needs time to adjust to the new demands that you place on it.

Learning Activities:

1. *Explain that the exercise* schedule will change as the body changes. Call attention to increases in time and intensity. Ask students to notice if soreness occurs after the increase and to note when it ceases.

2. *Explain why the muscles become sore* after increased stress. Have students plan procedures to prevent and treat muscular soreness prior to the learning and/or practice of a new activity.

Psycho-Social

Self-confidence can reduce injuries

Self-confidence can reduce injuries.

Having confidence that you know what to do and how to do it increases the odds for success and reduces the odds for incorrect movement and the chance of being injured.

Learning Activities:

1. *Reduce the degree of difficulty* so they can operate at a level which gives them an opportunity to develop confidence in that activity.

2. *Provide appropriate safety* equipment such as mats, breakaway hurdles, sliding pits and so forth.

3. *Provide multiple delivery* systems so the student learning style preference may be accommodated in order to ensure task understanding. Use pictures, films, explanation, written directions and so forth.

4. *Teach the students to visualize,* to mentally see themselves performing the activity correctly.

What Can I Do While Participating?

There are a number of things that you can do to feel good and to improve your health. (1) participate in activities on a regular basis, (2) enjoy the process and reward both your efforts and progress, and (3) work together with others to help one another reach shared goals.

Exercise Physiology, Humanities and Psycho-Social

Regular participation in physical activity enhances the quality of life

Regular participation in physical activity enhances the quality of life.

Actively engaging in activity stimulates physiological processes and provides a high level of wellness, a special good feeling which enhances the quality of life. Releasing energy through active participation is healthy and feels good.

Learning Activities:

1. *Plan awareness activities* in any unit of instruction such as asking the class how they feel after sitting for a while, standing around watching, and after a vigorous workout.
2. *Plan lessons* that provide a high level of sustained activity.
3. *Encourage students to plan an exercise program* during vacations, exam week, and after recovering from illness. Use short period days, when there is too little time for dressing, to teach this concept.

Exercise Physiology and Motor Development

Progressive resistance activities are necessary if you are to become stronger and healthier

Progressive resistance activities are necessary if you are to become stronger and healthier.

Learning Activities:

1. *Provide warmups and a curriculum* that ensures movement experiences which will require progressive resistance in the use of the body musculature.
2. *Post a chart* for students which identifies the special outcome contribution that the physical education activities provide.
3. *Provide activity choices.* If health outcomes are required, recommended or sought by the student, expect him to plan activities that will contribute to that outcome.

Exercise Physiology and Psycho-Social

Relaxation and rest can be learned

Relaxation and rest can be learned.

Rest and relaxation are needed while participating. They must be spaced.

Learning Activities:

1. *Provide* rest periods after strenuous activity.
2. *Have students tense up by clenching* or contracting various muscles, then have them release the tension attempting to conciously control the amount of tension. Stress awareness of the feeling.
3. *Talk students through progressive* total body relaxation. Tense entire body, then consciously release tension by eliminating anxious thoughts through mental recall of pleasurable memories. Release tension from toes to head to face. Repeat several times.
4. *Provide relaxation periods* in lesson plans whenever appropriate.

Exercise Physiology

Begin and finish all activities gradually

Begin and finish all activities gradually.

Begin all activities gradually — slowly increase the intensity with which you engage (how hard you put out), and the duration of involvement (how long). Begin to taper off before concluding and provide a cooling off period following the activity.

Learning Activities:

1. *Plan lesson* so activity involvement by the students is gradually built up at the beginning and reduced at the end.
2. *Plan warmups, roll call, instructions* at times when building up and slowing down are needed.

Why Do I Have To Do Anything After Participating?

Following participation you can do two things to feel better: (a) stretch to prevent muscle soreness, and (b) celebrate participating.

Exercise Physiology

Gradually cool down after strenuous activity

Gradually cool down after strenuous activity.

Some strenuous activities do not provide opportunities to gradually cool down. Often they simply end at the peak of strenuous output. Cooling down by lessening the activity output helps to prevent muscular soreness.

Learning Activities:

1. *Plan light jogging* or walking activities after vigorous activity.
2. *Have students take their heart rates* by counting their pulses. When the rate reaches 120, plan static stretching of both the primary and antagonistic muscle groups.
3. *If highly competitive games such as basketball, soccer,* or racquetball have been played, allow time to shoot a few baskets, kick a few goals, or hit a few easy shots.

Exercise Physiology and Psycho-Social

Rest and relaxation are important to lessening muscle soreness

Rest and relaxation are important to lessening muscle soreness.

Relaxation is the ability to "let go" tense muscles. Rest is not valuable in lessening muscular soreness without relaxation.

Learning Activities:

1. *Teach relaxation techniques* mentioned earlier.
2. *Teach and conduct static stretching* of key muscle groups. Gradually increase the intensity, duration and frequency.
3. *Plan time to allow* sore muscles to rest after strenuous activity; plan different types of related or unrelated activities.

Humanities, Exercise Physiology, Psycho-Social

Participation is a satisfying and joyous experience

Participation is a satisfying and joyous experience.

Regardless of the amount of participation or the outcome of a competitive event, allow yourself to feel good about your

involvement. Celebrating on the inside should not depend upon trophies, records or congratulations.

Learning Activities:

1. *Allow students time to sit and relax* and to think about the experience. Stress the good feeling about the activity, and the small victories such as a good shot, assist or the pleasure in helping with a successful play.
2. *Ask the students to think through* what they worked on, what they did well, and what they want to work on.
3. *Help students to establish new goals* after participating.
4. *Stress commitment* as important to progress.

How Can The Teacher Help Students To Feel Good?

This is not intended to be a curriculum guide or program proposal, but rather a set of specific suggestions for teaching the basic stuff about feeling good through participating in physical activity. Most normal activities in a physical education curriculum for junior and senior high school students have many potential opportunities for teaching the "basic stuff" or knowledge about how exercise and physical activity can help people to "feel good" through good mental and physical health.

For all activities, have the class begin as soon as they come out. *Begin with slow static stretching exercises,* and then get right into the activity. Taking roll and making announcements can come during rest and relaxation periods.

Warm up correctly—each activity places demand on different parts of the body; therefore, preparatory exercises should be designed specifically for the activity that you are about to engage in. For each exercise begin slowly and gradually increase frequency, duration, and intensity.

CHAPTER TWO

appearance

What Do You Mean By Looking Good?

While appearance is strongly based on genetic factors, environment plays an important role. Although genes control growth patterns body composition and posture can be seriously influenced by nutrition and exercise. Interest in building muscles is primarily related to feeling and looking more masculine. Females usually try to avoid looking too muscular. However, females acquire less bulk from strength training, and can attain strength and still look good.

Appearance is affected by posture. Proper body mechanics will enhance the body's appearance while standing and sitting, as well as moving. In psychological terms, the picture we have of ourselves in our mind is called the body image. An individual's body image has cognitive elements (size estimations, shape estimations, psychological factor identifications) and affective elements. Whether or not we "look good" to

ourselves is partly a function of objective facts, and partly a function of our society and its values.

In the humanities, appearance is studied in relation to natural beauty. Throughout history there is recognition of the beauty of the human body. The athlete's body "looks good."

How Can Getting Ready Help Me Look Good?

Motor Development

Nerve cell connections affect skill

Nerve cell connections affect potential skill.

The amount of myelination around some parts of the nerve cell increases through adolescence. This change affects one's potential skill in physical activities.

Learning Activities:

1. Curriculum should provide a variety of activities with a wide range of choice.

2. Promote outcomes other than the acquisition of skill. Fitness development, fun, social development, knowledge and affective variables may be equally important outcomes to be evaluated.

3. Use ability grouping or handicapping systems to accommodate physical appearance differences to activities where size and appearance have an important influence.

Motor Development

Growth and growth rate depend partly on sex

Sex differences are found in growth rate.

Girls usually begin their growth spurt between ten and thirteen years while boys spurt between twelve and fifteen years. The average boy is five feet nine and one-half inches tall and 152 pounds by age eighteen. The average girl is five feet four and one-half inches tall and weighs 125 pounds.

Learning Activities:

1. Help sex-integrated classes to accommodate these differences by selecting team sport positions where growth differences will be positively utilized. For example, heavier players may be linesmen in flag football, tall players net players in volleyball, and short agile players guards in basketball.

2. Plan activities where the boy-girl size difference is less a factor, such as dance, tennis, golf, archery, and badminton.

Humanities

Specific activities emphasize different characteristics of beauty

Specific activities emphasize different characteristics of beauty.

The beauty of the physique of the marathon runner is different from the beauty of the ballerina, the soccer player, the gym-

nast, or the swimmer. While each athlete portrays some of the classical characteristics of beauty, each is somewhat different.

Learning Activities:

1. Discuss as a regular orientation to various curricular activities the form or beauty of the most representative player.
2. Conduct a brief debate: does the activity shape the athlete, or does the athlete bring shape to the activity?

Motor Development

Fat content is influenced by eating habits and exercise

Fat content is influenced by eating habits and exercise.

Fat content of the body influences appearance. During adolescence the hormone estrogen promotes the accumulation of fat in girls. Everyone's body has some fat weight and it is necessary to balance exercise and caloric intake so that the proportion of fat doesn't become too high. Exercise is very important in controlling the fat weight of the body.

Learning Activities:

1. Post food and exercise calorie charts. Announce planned exercise calorie burn up for the lesson. Have students decide whether the day, week, or month weight was influenced most by eating, exercise or both.
2. Plan a weight control club. Membership is not required. Help members plan exercise and eating strategies. Encourage goal setting and record keeping. Special exercises may be planned for non-class time.

Exercise Physiology

Inactivity more than food contributes to obesity

Inactivity more than food contributes to obesity.

There is no evidence that regular exercise leads to the development of obesity because of overstimulation of the appetite. Obese individuals move less throughout the day, but do not necessarily eat more.

Learning Activities:

1. Have each student conduct an investigation of one obese person. Have them record exercise calories burned versus food intake calories for one week. Write up results.
2. Plan vigorous activities and organize the class so that maximum time can be given to activity.

3. Encourage students to be physically active over vacations and weekends.

Kinesiology

Weak muscles fail to assist in maintaining proper alignment, causing stress to be placed on joints and ligaments

Weak muscles fail to assist in maintaining proper alignment, causing stress to be placed on joints and ligaments.

The trunk serves as a rigid base for the operation of the appendages, the arms and the legs. The abdominal muscles are responsible for stabilizing the unstable vertebral column. These are the anti-gravity muscles which keep the body, and anything that it is supporting, upright against the pull of gravity. These muscles are the extensors of the hip, knee and ankle.

Learning Activities:

1. Warmup exercises should consist of sufficient repetitions to develop strength in the abdominal area and the extensors of the hip, knee and ankle.

2. Posture appraisal and/or body mechanics class should be planned to facilitate proper body control.

Courtesy of American Gas Association

What Can I Do While Participating?

Kinesiology

Proper alignment of body segments is necessary to optimum balance and efficient movement

Proper alignment of body segments is necessary to optimum balance and efficient movement.

The function of the abdominal muscles is to hold the ribs and pelvis together. The contour of the abdominal wall can be improved by proper positioning of the pelvis. Well-developed abdominal muscles pull up on the anterior pelvis, reducing the curvature in the lumbar area of the spine and the prominence of the buttocks.

Learning Activities:

1.Plan warmup exercises which strengthen the abdominal wall, such as modified sit-ups.

2. Stress slightly relaxed knees while standing to reduce lower back hollowing. Consciously practice this position whenever the nature of the activity requires passive standing.

Exercise Physiology

Prolonged aerobic activities are particularly beneficial for treating and preventing obesity

Prolonged aerobic activities are particularly beneficial for treating and preventing obesity.

The most desirable exercises for preventing and treating obesity are ones in which the individual supports his body weight, such as jogging.

Learning Activities:

1. Plan a jogging, bicycling, or swimming program.

2. Plan 10-12 minutes of aerobic activities whenever the program offered does not provide it.

Motor Development

Muscle size is influenced by the sex hormones and exercise

Muscle size is influenced by the sex hormones and exercise.

Muscle size and mass increases with growth and with exercise. Pre-adolescent boys and girls and women do not have the hormone testosterone in sufficient quantity to bring about a large increase in the muscle size with exercise. Strength is not dependent solely on size.

Learning Activities:

1. Where strength is an advantage in a sex-integrated class, post differentiated grading scales based on muscle strength.

Examples: weight training, field events, flag football, basketball, soccer.

2. Plan experimental activities in a weight training class to illustrate the concept.

Humanities

Contemporary culture influences the concept of what is beautiful in appearance

Contemporary culture influences the concept of what is beautiful in appearance.

A study of artistic representations of the body in different countries reveals cultural differences in the perception of beauty in appearance. Historically the athletic body has been portrayed by males. Perhaps the contemporary female interest in sport will change the interpretation of physical beauty.

Learning Activities:

1. Arrange a "rainy day" lecture/demonstration with the school art teacher.

2. Identify a bulletin board for students to display pictures of "beautiful athletes."

3. Encourage students to applaud "pretty" movements.

Psycho-Social

Feelings about our own body image are greatly influenced by social stereotypes

Feelings about our own body image are greatly influenced by social stereotypes.

We must acknowledge that there is some stereotyping done by others about each of us based upon how we look. Sheldon suggested three basic body types: endomorphic (spherical), ectomorphic (linear), and mesomorphic (the inverted V or athletic build). The first two shapes are often sterotyped as negative, and the third positive. These generalizations are inaccurate. You can enhance the conformation and capabilities of all body types. Each body type that is appropriately developed will be suitable for a particular sport.

Learning Activities:

1. Identify body types in class. Observe whether the sterotypes fit the somatotype. Discuss.

2. Study the body types of athletes in different sports. Identify common body traits. Encourage participation in sports or positions on teams which most approximate these types.

3. Plan and make available weight training and aerobic dance classes, and encourage students wishing to improve their body image to enroll.

How Can The Teacher Help Students To Look Good?

Teachers can help students look good by individualizing instruction and curriculum (1) to increase exercise for those who need to burn more calories, (2) to provide specific activities best suited to individual physical appearance, size and strength, (3) to plan vigorous activities and organize the class so that maximum time is devoted to activity, (4) to plan exercise and awareness to improve and/or maintain proper posture and body control, (5) to treat all students equally regardless of body type and/or athletic ability, and (6) to help students become aware of physical beauty through movement.

CHAPTER THREE

achievement

Photograph by Scott Forbes/Loudoun Times Mirror

What Do You Mean By Doing Better?

In the humanities, achievement or doing better is studied in relation to human goals. Achievement is often simplistically measured by score. If a team or person wins, he has done better. Realistically however, achievement involves much more than a score. Complex movements are a combination of basic skills. Fitness, instruction and practice are necessary to achieve good basic skills. Achieving mature skills usually is achieved by stages tied to growth and motor development. Proper use of the mechanics of movement will increase ability to generate and control force for "doing better" with physical activities.

Psychologists and educators believe that an important factor in achieving is "resultant achievement motive," that is, the

tendency to succeed minus the tendency to fail. These factors are determined by motives, probability of success or failure, and intentions.

Achieving success in motor skill performance requires effort. Concentration time is often wasted because of ineffective or inefficient ways of learning. The learning process involves input from the environment, decision-making ability so that the proper response is selected, output or response, and feedback.

How Can Getting Ready Help Me?

Psycho-Social

Know your interests and abilities

Know your interests and abilities.

Success depends upon your capability and ability to sustain interest while practicing to achieve perfection. Therefore, knowing personal interests and abilities will help indicate how activity time can be most profitably invested. Emphasize strengths. For some interests will be broad, and for others narrow.

Learning Activities:

1.Provide students with a checklist of activities so that they can rate their interest, ability and goals. Plan curriculum selection options and opportunities for students to practice and perform those activities.

2. Allow students opportunities to explore many positions in team sports, and provide time to practice and perform those positions.

3. *Team Sports*—take time at the beginning of a unit for the students to share their interests, ideas and goals. Give them responsibilities for setting things up, getting the balls out, and getting things going. Encourage students with similar interests and abilities to work together and help one another.*Emphasize working on strengths*, but do not ignore weaknesses.

4. Develop a Learning Exchange. Have students write on a 3x5 card the skills they could teach others, and on another card the skills they would like to learn. File the cards in two boxes, one for "want to learn" and one for "will share or teach," and let students learn from each other.

5. Encourage your students to take advantage of their strengths, to play the positions for which they are best suited, whether it be running, hitting, throwing, or catching, and to take pride in their unique contributions.

Humanities, Motor Development, Psycho-Social

Commit yourself to achievable goals

Commit yourself to achievable goals.

Goals should be set that are achievable. Your motivation and persistence in practicing is boring if goals are too easy, and frustrating if they are too difficult. Establish priorities, rank your goals and design a plan with activities to help you

achieve your goals. Make a commitment, a promise to work on your self-determined goals.

Learning Activities:

1. Discuss goal-setting. Ask students to set a goal for the day, week or unit. Write it on a 3x5 card. At the end of the unit, ask who achieved their goals. Cards may be posted on a board. Ask students to establish their own achievable short term goals, things they could accomplish with help and hard work, e.g., "I could make 8 out of 10 free throws."

2. Encourage personal promises. It could be the promise, "I will shoot 25 free throws every day until I can make 8 out of 10 free throws," when in fact the student can only make 5 out of 10.

3. Each day have the students take a couple of minutes at the end of the period to record what they did that day. Have them keep a personal record card, task sheet or journal to indicate what they did. They could check off categories such as working on hitting and throwing skills, fielding ground balls, helping others to bunt, or playing a game of "over the line." Bulletin boards and charts are also helpful, but public disclosures can have negative consequences. Personal record cards, task sheets and journals permit self-disclosure to the teacher and the opportunity for confidential feedback.

4. The following instructional ideas and activities for *track and field* can be readily adapted to any individual sports activity. Introduce all of the events in the unit and demonstrate recommended warm-up procedures, skill techniques, safety elements, and procedures for having the students help each other experience and record their performances. During the first third or half of the unit have each student record his efforts in each event.

At the conclusion of the first half of the unit have the students complete personal evaluation sheets to identify the events in which they are most successful and which ones interested them the most. They should then complete a personal contract, set short term achievable goals for themselves, make personal commitments to do something, work with and help each other, and keep records of progress. At the conclusion of the unit have them evaluate themselves on the basis of their participation, effort, improvement, cooperation and self-direction. Students must be aware

from the beginning of the unit that their evaluation will be based upon setting and working toward personally determined goals.

5. Schedule testing periods to check progress.

Humanities, Exercise Physiology

Give yourself time to learn and improve

Give yourself time to learn and improve.

Too often when we set goals, we expect that we should be able to meet them right away. When learning something new or working on a goal to improve, accept your present abilities for what they are. If you could already do it you would be setting new goals. Give yourself credit for what you can do and take time to learn and improve.

Learning Activities:

1. Plan units of instruction allowing sufficient time to practice skills and to enjoy them in game play.
2. Provide variable skill practice time.
3. Grade students on the basis of what they can individually achieve.

Motor Development, Humanities, Psycho-Social

Everyone moves and learns in his own way and at his own pace and time

Everyone moves and learns in his own way and at his own pace and time.

There is no one best way to learn and no optimum time. Individuality should be enjoyed and appreciated.

Learning Activities:

1. Plan some units of individualized instruction.
2. Plan several ways that students may receive information about the sequence of the skill and several types of practice experiences for timing the sequence.
3. Plan open-ended practice time to allow sufficient time for each student to learn at his pace.

Exercise Physiology

Adequate strength is necessary in many activities

Adequate strength is necessary in many activities.

Whenever a muscle is called upon to exert a maximal amount of force, the strength of that muscle is being employed.

Learning Activities:

1. Using the pull-up or modified pull-up and push-up tests, the jump and reach test, and the modified sit-up test, have the students determine their present strength status in major muscle groups.

2. Have the students perform various sport skills, for instance, throwing, kicking a soccer ball, putting the shot, high jump and long jump. Correlate their scores with their strength scores. Have the students analyze the effect of their strength on their performance.

3. Engage the students in a weight training program. Post-test them on strength and strength-related movements to show the connection between strength and improved force production.

4. Have the students test their static strength by holding various weighted objects. Record the amount of time these can be held. Have them analyze why lighter objects can be held longer than heavier objects.

5. Using a weight training program which includes isokinetic contraction throughout the range of movement have the students explain their strength improvement, and why isokinetic training is important.

Exercise Physiology

Aerobic endurance is needed for long periods of rhythmic low intensity muscle contraction

Aerobic endurance is needed for long periods of rhythmic low intensity muscle contraction.

Ability to engage for several hours in activities such as hiking, skiing or recreational games depends upon our level of aerobic endurance. Four basic elements, mode, intensity, duration and frequency of exercise contribute to improvement of aerobic endurance capacity.

Learning Activities:

1. Have the students test aerobic capacity by running for 6, 9 and 12 minutes. The distance covered reflects the individual's aerobic endurance score.

2. Allow the students to participate in sports of their choice over a period of time without attention to training. Retest their aerobic capacity.

3. Have each student participate in a sport while attending to *intensity* of exercise as measured by raising heart rate to a zone between 150 and 185 beats per minute, maintained

for a *duration* of 10 to 15 minutes for a *frequency* of at least three times per week. Retest the aerobic capacity.

4. Have the students discuss the reasons for improvement and devise a program to improve or maintain their capacity.

5. Ask the students to analyze how improved aerobic capacity can help in all movement activities.

Exercise Physiology

Anaerobic performance can be influenced by training

Anaerobic performance can be influenced by training. Anaerobic training should be task specific. When the body is used strenuously for short periods of time anaerobic training is necessary.

Learning Activities:

1. Have the students identify activities or specific movements during an activity which would require anaerobic movements.

2. Measure anaerobic capacity as described in the *Physiology of Exercise* booklet.

3. Engage the students in task specific, high intensity work for work intervals of 20 seconds or less to improve anaerobic *power*. Alternate exercise sessions with rest periods of 10-15 seconds. Conclude several sessions with a 15 to 20 minute rest period. Have the students engage in task specific work intervals of more than 20 seconds to improve anaerobic *endurance*. Alternate these sessions with 1 to 2 minute recovery periods.

4. After a training program have the students explain the formulas and mechanisms for improving anaerobic power and endurance. Have them compare their pre- and post-scores and determine a training program to improve their performance in activities of their choice.

Exercise Physiology

Heat exhausts body fluids

Heat exhausts body fluids. When the environmental temperature is high, exertion lasting more than 15 minutes can cause the blood pressure and body temperature control to malfunction.

Learning Activities:

1. On a warm day have the students engage in a heavy workout. *Caution:* do not allow this to exceed some 10

minutes, and stop any individuals showing symptoms of distress. Have the students take their temperature and blood pressure. Compare these with readings taken after an equal workout under normal environmental temperature conditions. Repeat on another warm day while students wear more appropriate clothing, drink a quart of water before working out and drink a cup of water every 10-15 minutes.

2. Have the students analyze proper and improper strategies for coping with heat while engaging vigorously in activities.

Motor Learning

Complex skills are easier to learn if reduced to a simpler form and then gradually made more complex

Complex skills are easier to learn if reduced to a simpler form and then gradually made more complex.

When learning a skill it may be wise to adjust the difficulty by eliminating some of the features that make it more difficult and then gradually including those parts.

Learning Activities:

1. When teaching dribbling in soccer, basketball or field hockey, have students first practice in an obstacle-free environment, then dribble around cones, then around moving players and finally apply the completed skill in a game.

2. Dance activities. Walk through the sequence alone, then with a partner, listen to music, walk through sequence with music and then with partner.

3. Play lead-up games that emphasize one or two skills.

Kineslology

Force will be reduced if firm contact with the ground is not maintained at the moment of projection

Force will be reduced if firm contact with the ground is not maintained at the moment of projection.

As forces are developed within the body, pressure will be applied to the supporting surface by the feet. If that contact is not firm, some of the developed force will be used up in moving on the surface.

Learning Activities:

1. Allow experimentation with differing foot surfaces: bare feet, socks, and different types of athletic shoes. Discuss contact when running, throwing, and striking. Add the effect of varying surfaces: grass, composition, wood, wet sand or dirt.

2. Include discussion of proper footwear for whatever activity is being taught if force is a major performance influence.

3. Have students try to jump up and exert force while in the air. Discuss the results and implications for jump shooting, smashing, and so on.

Psycho-Social

Competitive stress affects performance in physical activity

Competitive stress affects performance in physical activity.

An appropriate amount of anxiety is needed for successful performance. Athletes must control their state and trait anxiety levels to achieve positive benefits.

Learning Activities:

1. Ask students to demonstrate certain activity skills (dance, swimming, gymnastics, shooting). Ask who are anxious? Why? What effects did high or low anxiousness have on performance?

2. Identify as part of the activity-orienting experience the maximal positive anxiety state needed for doing better. Discuss ways to develop it.

3. Help students to become aware of their anxiety states by discussing their presence or absence at tournament time, skill testing, written testing, and general practice.

Psycho-Social

Stress-reduction can help in doing better

Stress-reduction can help in doing better.

Successful performers are able to devise strategies to overcome stress.

Learning Activities:

1. Teach and practice relaxation techniques such as tensing muscles, relaxing them and moving to a state of readiness, or using autogenic words or phrases such as *serene, warm beach, cool breeze,* and so on.

2. Teach and practice imaging, such as visiting the area at the competition site producing greatest anxiety, and then "psyching down" by imaging pleasant experiences. Urge students to imagine how it would feel to perform a critical move well, at slow motion and at regular speed.

Motor Learning

Improvement requires evaluation

Improvement requires evaluation.

Performance should be measured so that it can be evaluated to determine progress and to ascertain needed additional practice.

Learning Activities:

1. Plan formative tasks for selected skills. Measure aspects of the movement which are crucial to skilled performance: accuracy, distance, speed, time, height, or weight. Items may be batting average, percentage of successful shots, distance of a throw or jump, and so forth.

2. Periodically repeat the measurement. Teach students to plot their learning curves on skills of their choice.

What Can I Do While Participating?

Kinesiology

Spin results when force is applied off the center of the object

Spin results when force is applied off the center of the object.

The force can be applied by the hands, a racket, or the foot when kicking. The two factors which determine the behavior of the ball are where the force is applied relative to the center of gravity of the ball, and the amount of force applied.

Learning Activities:

1. Use any ball-type activity. Plan a drill or task which experiments with applying force off-center and with the amount of force. Plan applications of force above, below, and to the sides of the ball. Discuss how spin aids or inhibits performance of skill in the sport being studied and in other sports.

2. Select a variety of objects for experimenting with spin: volleyball, basketball, frisbee, golf ball, softball, and table tennis ball. Practice throwing or striking off center. Watch the spin and note the rebound.

3. Teach the application of force concept to produce spin in the sports where it is a performance factor: tennis, golf, basketball, volleyball, racquetball, softball and table tennis.

Kinesiology

To move quickly, raise the center of gravity and narrow the base

To move quickly, raise the center of gravity and narrow the base.

The degree of stability desired at any one time is dependent upon the task. If the direction of the next required movement is known the center of gravity may be moved in that direction; if not known it should remain centered.

Learning Activities:

1. Teach this concept through any activity that requires quick movements in known or unknown directions, such as swimming and track starts, or badminton and basketball. Plan practice tasks contrasting high and low center of gravity, broad and narrow bases.

2. Plan anticipation and faking tasks.

3. Play one-on-one games or two-on-one games related to the activity being taught, requiring quick movements to escape.

Kinesiology

The path or trajectory of an object is dependent upon the direction of the initial force and the external forces occurring during the object's flight

The path or trajectory of an object is dependent upon the direction of the initial force and the external forces occurring during the object's flight.

Gravity exerts a constant downward force on a projectile, moving it toward the earth at a constant rate of speed. Air resistance also decreases the horizontal distance it will travel.

Learning Activities:

1. Practice fungo-hitting in softball and/or throwing balls. Develop discovery-type task cards describing experiments with trajectories.

2. When teaching tennis, volleyball and badminton, stress the projectile concept for smashes, volleys and drives.

Psycho-Social

Self-talk can aid performance

Self-talk can aid performance.

Destructive training thoughts can be replaced with positive self-statements and self-instruction.

Learning Activities:

1. Ask students to identify and list positive and negative self-statements produced during competition. Ask when they most often occur.

2. Suggest that during a game, whenever negative feelings begin to obtrude, that they try to stop these thoughts and self-talk their bad feelings away.

3. Ask students to share their self-talk, thought-stopping strategies.

Motor Learning

Practice time should vary according to difficulty of task, and type of skill and age of learner

Practice time should vary according to difficulty of task, and type of skill and age of learner.

Practicing for a long time without success is frustrating and interferes with the learner's perseverance. If practice is too long, fatigue interferes with performance quality.

Learning Activities:

1. Plan blocks of time for several skills to be practiced. Let the students plan their practice schedules for each.

2. Ask students to agree on amount of time a skill should be practiced.

3. Group students by ability. Assign longer times to the more skilled, interrupted or distributed practice time to the less skilled.

Motor Learning

Cue abbreviation is important to skilled performance

Cue abbreviation is important to skilled performance.

The more complex the movement, the more time is necessary for selecting, planning, and initiating it. "Cue abbreviation" helps to predict and prepare earlier.

Learning Activities:

1. Have class observe a live demonstration or film of a performance. Instruct class to look for cues. Ask what they saw. Repeat several times. Suggest that they look for "telegraphed intentions," common patterns, expected strategy, player characteristics.

2. After several practice games in which the activity is taught, ask class to identify "personal characteristic cues" of classmates, and common patterns.

3. Suggest that students watch for personal cues of selected players while watching televised sporting events.

Kinesiology

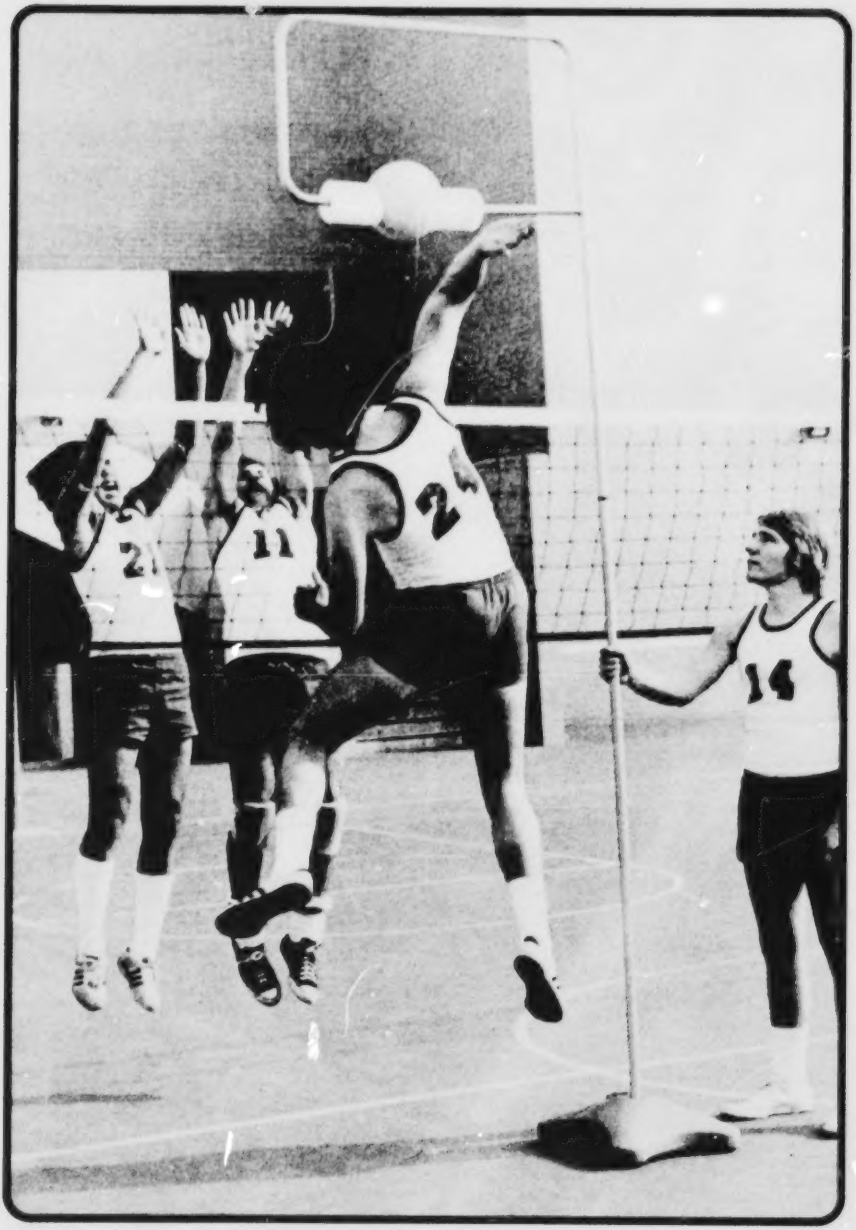
Accuracy may be improved by reducing the length of the implement, the length of the backswing, and the number of body parts used

Accuracy may be improved by reducing the length of the implement, the length of the backswing, and the number of body parts used.

Learning Activities:

1. Teach throwing with the wrist only, then progressively add the elbow, shoulder, back, hips and legs. Have student note the effect.

2. Teach this concept when teaching golf and bunting in softball.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Psycho-Social

Attentional style affects performance in physical activity

Attentional style affects performance in physical activity.

Improvement of performance is affected by knowing what to attend to, what to ignore, when to attend and how to maintain attention at critical times.

Learning Activities:

1. Use effort-shape words like "hit it like driving a nail," "stretch," "stroke it," "just meet it," "guide it," to describe the action.

2. Plan attentional drills like "pepper games," "rebound drills," and wall rallying at close range.

3. Plan progressive relaxation and meditation periods for rest periods.

Motor Development

Knowing the position of the body in space is necessary for skilled performance

Knowing the position of the body in space is necessary for skilled performance.

Signals from the receptors in the inner ear and from the eyes help one achieve and maintain balance. Receptors in the body contribute to kinesthetic awareness.

Learning Activities:

1. Encourage students to pay attention to body feelings, sounds and environment cues. Have them practice a skill; stop play, have students close their eyes and identify where they are. Have them open eyes and check accuracy. Practice frequently.

2. Plan an interaction task. Have one student dribble blindfolded and follow moving partner who will give verbal encouraging sounds.

3. Have students practice looking only at the target. Try this in soccer, basketball, badminton and tennis.

Motor Development

Hearing provides cues for action

Hearing provides cues for action.

Hearing is helpful if selective attention to sound is developed.

Learning Activities:

1. Include dance and rhythm activities in the curriculum to develop auditory figure-ground perception.

2. Encourage students to listen for the "crack of the bat," "swish of the racquet," "click of the ball," and so forth.

Motor Learning

Practice for speed, for accuracy, or for both as the skill requires

Practice for speed, for accuracy, or for both as the skill requires.

There is often a trade-off between speed and accuracy. Accuracy can be sacrificed for speed and vice versa. Emphasis should be placed according to the demands of the skill.

Learning Activities:

1. Plan to discuss speed and accuracy while introducing the activity. Point out the demands for speed, accuracy, or both. Plan practice to emphasize the particular need.

2. Plan a throwing task consisting of ten throws for speed, ten for accuracy, and ten for both. Ask students to discuss results with the group.

Motor Learning

Practice with emphasis on fixation is appropriate for "closed skills"

Practice with emphasis on fixation is appropriate for "closed skills."

Closed skills are those in which the performer is stable and the environment basically predictable, such as golf, archery and dance.

Learning Activities:

1. Plan many repetitions of closed skills. Stress consistency of technique.

2. Use interaction tasks or video replay of performance to improve exact reproduction of technique.

Motor Learning

Practice should be in a variety of environmental conditions

Practice should be in a variety of environmental conditions.

Practicing under varied environmental conditions, a rule or schema is discovered which permits successful performance under a much wider variety of conditions, even conditions in which the skill has not yet been performed.

Learning Activities:

1. Plan a wide variety of practice environments. Use feedback-type tasks.

2. Plan game-like conditions for practice. Arrange terminal feedback on performance.

3. Discuss schema theory with students. Identify skills performed that were not previously practiced.

Motor Learning

Timing is controlled internally and externally

Timing is controlled internally and externally.

Internal timing is a controlled coordinated sequence. *External timing* is the start of the swing so that contact coincides with the arrival of the object.

Learning Activities:

1. Teach the sequence of the skill, and plan practice and feedback on the internal timing. Use drills and/or tasks for this phase. Foster external timing by adding the moving object. Control the speed and direction of the object by having students throw the object, or use a ball throwing machine.

2. Provide lead-up games which provide practice on both internal and external timing.

3. Develop interaction tasks whereby a student can evaluate his partner's timing and provide feedback.

What Should Be Done Afterwards?

Humanities

Achievement may be based on the comparison with others or self, and personal accomplishment

Achievement may be based on the comparison with others or self, and personal accomplishment.

Most performers acknowledge at least three kinds of achievements in relation to their performance goals:

1. Achievements that are compared with others.
2. Achievements that mark personal progress.
3. Achievements that result in reaching a goal such as running three miles or completing a dance.

Learning Activities:

1. Plan, promote and reward all 3 type of goals. For example, a volleyball unit may (1) provide a class tournament for comparing with others, (2) provide formative tasks for personal progress, and (3) encourage students to create strategies to reach personal goals.
2. Allow the student to propose his own personal evaluation program for grades.

Psycho-Social

Attribution of cause affects performance in physical activity

Attribution of cause affects performance in physical activity.

The individual views the outcome of a contest in terms of how close it was and the intensity and level of competition, and determines what essential elements caused the outcome. This attribution of cause affects the player's feelings about the contest, as well as future expectations of success or failure, and influences his attitude toward future participation.

Learning Activities:

1. After a class game, ask students to express verbally or in writing reasons to explain the outcome. Discuss attribution theory. Help winners and losers to cognitively and affectively analyze the results.
2. Conduct a brief discussion concerning the role of luck, hard work, skill and other external factors on winning and losing.
3. Post highlighted sports page game results which quote players' attribution of causes for success or failure, and their attitudes toward the next game.

Motor Learning

Augmented terminal feedback is most effective

Augmented terminal feedback is most effective.

Feedback may be provided immediately or it may be developed over a period of time. Feedback about how one moved, and about the outcome of the event is always delayed. Augmented concurrent feedback is not very useful.

Learning Activities:

1. Video tape performance. Allow students to view and analyze performance and then practice to correct errors. If video taping is not possible, have partner evaluate performance using a checklist.

2. If space constraints require some students to wait to play, assign them a player to observe selected performance variables which are then plotted on a chart. Variables may be types of shots, placement, area taken, direction, distance, and so forth.

3. Use mirrors to observe movement and self-evaluate.

How Can The Teacher Help?

Our society naturally encourages achievement. However, achievement is viewed and valued differently by students. Imposing a single goal standard will naturally block achievement of the standard by many students, since all of them bring different sets of abilities and experiences to the gym. Acceptance of this premise is crucial to helping students to achieve. The curriculum and instructional practices must be designed to accommodate individual student differences.

Curriculum

The curriculum should provide instruction and practice commensurate with the ability of the student. Courses should be developed for beginners, intermediates and advanced performers if possible. If not, then ability grouping and several levels of criteria for evaluation will be needed to facilitate achievement. The following additional suggestions may help the student:

1. Plan a wide variety of activities to accommodate the unique abilities of all the students: dance, gymnastics, team sports, individual sports, swimming, and conditioning activities.

2. Consider increasing student choice of activities. Obviously all students are not well suited to, or interested in all types of activities.

3. Allow sufficient time for activities to be learned.

4. Stress during practice the proper body mechanics of each sport. Encourage individual application of kinesiology concepts to enhance performance.

5. Plan activities that are appropriately challenging and interesting for adolescents.

Instruction

Instructional practices should be utilized, permitting student to set achievable goals and to build on each accomplishment. Since students bring to the gymnasium different learning styles as well as ability and experiences, teachers should provide a small group or individualized instruction approach. The following additional suggestions are offered:

1. Plan several ability level goals. Allow students, under the teacher's guidance, to set their own goals.

2. Plan variable practice time allotments for learning selected skills.

3. Introduce the sequence of a skill by using several modalities such as demonstrations, pictures and films for viewing, and both live and taped explanations for hearing. Allow students who prefer to spend little time on listening and seeing to spend more time on doing and/or feeling the activity.

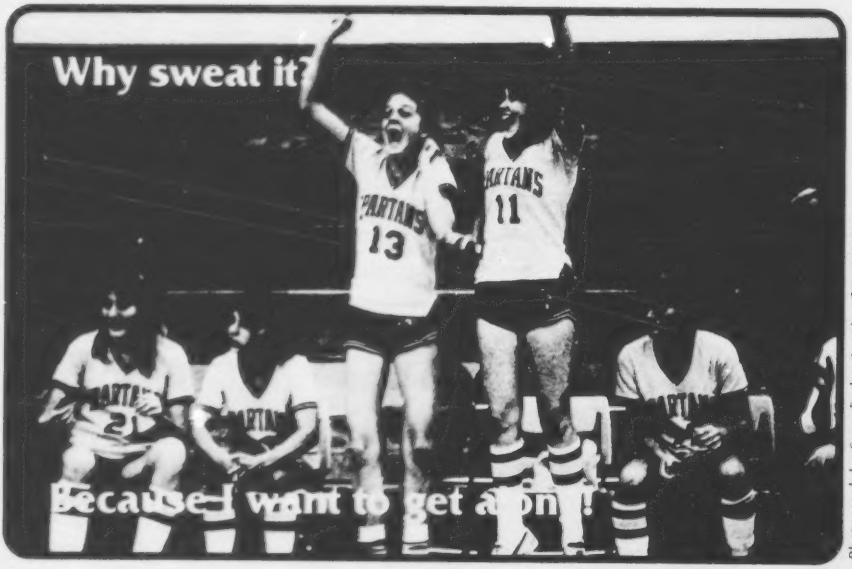
4. Plan lessons to help students control their anxiety during highly competitive or stressful activities.

5. Body awareness tasks and drills should be included in lessons of activities with high body control demands, such as modern dance, gymnastics, basketball and soccer.

6. Practice should be of appropriate duration; go from simple to complex, and provide feedback.

CHAPTER FOUR

psycho-social



Photograph by Scott Forbes Loudon Times-Mirror

What Do You Mean By Getting Along?

In humanities, psycho-social concepts are studied in relation to the characteristics and meanings of cooperation and competition. Games, sports and exercise often require cooperative ventures in which the players design and agree on roles and rules. Opponents must cooperate as well as compete. They must agree on rules, conduct, and appropriate play attitudes.

The physical activity context provides a positive environment for human affiliation, the opportunity to understand self, and the development of healthy ways of relating self to others. Social needs may be met through participation in physical activity.

How Can Getting Ready Help Me?

Psycho-Social and Humanities

Work together and help one another

Work together and help one another.

Sharing goals and giving help is one of the most important behaviors for getting along. Sports, dance, and exercise provide many opportunities to give help and to receive needed help.

Learning Activities:

1. Plan "goal stations." Allow students to meet and work with others having similar goals. Encourage helping each other.

2. Plan interaction or reciprocal tasks which require helping each other with qualitative or quantitative goals.

3. Encourage students working in small groups or with partners of similar interests and abilities. Friends may do more than the activity itself.

Psycho-Social

Think positive

Think positive.

Some say the glass is half full, others half empty. Some make 5 of 10 free throws, others miss 5 ot 10. Record your progress, success and attempts (trying is positive). Do not single out failures. Keep a positive attitude about what you are doing. Reward your efforts; that is what counts.

Learning Activities:

1. Develop a progress chart. Post names of those who have progressed.

2. Reward progress by allowing student additional freedom to choose activity.

3. Alter game scoring to allow increased scoring credit for a well-executed or improved performance, shot, stunt, dance, or skill.

Humanities, Psycho-Social

Friends add meaning, support and competition

Friends add meaning, support and competition.

Making plans with others is one of the best ways to make sure you work out regularly. Exercising with others adds meaning

and pleasure to the activity. Through fellowship, being with good friends, you provide support and encouragement to each other. Participating with others provides opportunities to test yourself, to give meaningful resistance against another. Competition can help encourage greater effort and greater performances.

Learning Activities:

1. *Have students work together to help one another.* Co-operate and share ideas, feelings, interests, and preferences in small groups of three to five students. Demonstrate how students can assist each other by supporting, encouraging, teaching, critiquing, resisting and recording for one another.
2. Allow students to select their partners and teammates.
3. Allow students to switch activities in order to be with friends.

What Can I Do While Participating?

Psycho-Social

If it's not fun, it won't be done

If it's not fun, it won't be done.

Spend more time and energy in activities or parts of activities you prefer. If you do not enjoy the experience, you are less likely to continue participating or to benefit from it.

Learning Activities:

1. Promote intramurals, community recreation and interscholastic activity to allow extra participation.
2. Allow choice of activities in physical education.
3. Invite community experts to demonstrate and discuss community support for various activities.
4. Discuss with students the various meanings that movement has for people.
5. Develop a value and goal-awareness experience by listing objectives of physical education such as social experience, self-discipline, the activity itself, health, fitness, aesthetic experience, fun, and catharsis. Have students rank their personal values. Use the results to show differences in attitude.

Humanities, Psycho-Social

Sharing increases meaning

Sharing with others adds meaning and increases involvement.

"Others" include parents, teachers, friends and other students in class. Sharing ideas, goals and feelings with others helps us to clarify our own intentions and goals, to get help, support and encouragement, and to build relationships by working together. Sharing encourages greater involvement and participation.

Learning Activities:

1. Assign responsibilities for setting up and returning equipment, taking roll, and locker room care.
2. Plan interaction tasks.

Motor Learning and Psycho-Social

The challenge of others improves performance

Having someone to challenge, resist and compete helps performance.

02

Having others such as friends and fellow students to test us provides the challenge to grow and to improve our performance.

Learning Activities:

1. Provide meaningful and challenging games and activity experiences.
2. Keep score.
3. Plan a few games or tasks where no scores or results are kept and then a similar number where scores and/or results are kept. Have class compare performance differences.

What Can Be Done Afterwards?

Humanities, Psycho-Social

Seeing accummulated effort enhances self-esteem and self-discipline

Seeing accummulated effort enhances self-esteem and self-discipline.

Awareness of progress is satisfying and serves as partial reinforcement for participation.

Learning Activities:

1. Keep a record of performance by using task cards, worksheets, or journals.

2. At the end of each day have students record what they did and plan for the next session, making a commitment in terms of what they will work on next time.

3. Progress from teacher-determined, teacher-directed instructional activities to student-designed, student-directed activities. Move from external motivation (teacher threats and rewards) to internally satisfying (self-chosen and personally satisfying) reinforcement processes.

Humanities

Participation requires a collective attitude as well as understanding of self

Participation requires a collective attitude as well as understanding of self.

Participants involved in a team or group activity must organize into a unit. Individual responses are controlled by this general organization. Personal strengths and weaknesses are discovered and help form the basis for self-identify and improvement.

Learning Activities

1. Allow students to identify team captains who will privately select teammates. Each team should be given time to organize, and analyze team performance and formulate strategies. Plans can be submitted to the instructor and/or shared with the class.

2. As part of the final evaluation of student performance, request each student to submit an appraisal of his role on the team and to express how he feels about himself after this unit of study.

Psycho-Social

Participation in physical activities can be an important way of meeting affiliation needs

Participation in physical activities can be an important way of meeting affiliation needs.

Meeting new people and forming friendships can occur through games, sports, and exercise. Affiliation needs may be a reason for participation as much as achievement.

Learning Activities:

1. Arrange practice and play groupings to permit students being with friends as well as occasionally with strangers.

2. Stress by example and encouragement the use of first names of students.

Psycho-Social

Control of aggression in sport is both possible and desirable

Control of aggression in sport is both possible and desirable.

Aggressive responses are learned, and therefore can be modified or changed. Intent to injure others is not necessary to skillful performance.

Learning Activities:

1. Use both positive and negative reinforcement. Students should forfeit the right to play for displays of unwonted aggression. Recognize and praise restraint of uncontrolled aggressive behavior.

2. Discuss both positive and negative aspects of aggressive behavior. Ask students to post clippings of violent behavior written about competitive events. Suggest revised game controls for reducing uncontrolled aggressive behavior.

Humanities

Individual satisfaction is a motivating factor in participation

Individual satisfaction is a motivating factor in participation.

Satisfaction comes in many forms, including that acquired from participation with others.

Learning Activities:

1. At the end of the unit of study ask students to submit a brief appraisal statement concerning their personal satisfaction or dissatisfaction.

2. Before and during the unit of study allow students to express their personal goals for the unit of study. Arrange learning experiences to accommodate these goals.

Exercise Physiology

Physical activity provides social benefits

Physical activity provides social benefits.

Capacity to engage in recreational sports provides an avenue for social interaction. Improving one's capacity to engage in activities opens many avenues for life-renewing and enriching events. Self concept is enhanced by confidence, encouraging the individual to try new activities.

Learning Activities:

Have the students list the sports they would like to try. Ask them to discuss why they would like to participate in the activities. Determining their motives arouses students' desire to participate competently with friends, enjoy the feelings inherent in the activity, and release the psychological tension of daily living.

How Can The Teacher Help?

To help students benefit fully from the psycho-social aspects of physical activity, plan a class that fosters psycho-social experiences, and provides an understanding of the role played by physical activity. Activities provide experience, but a capability must be developed to relate that experience to knowledge, and produce learning. Some suggestions:

1. Allow students to select teams and to be responsible for before- and after-class business, equipment and record keeping.

2. Develop a variety of ways to form groups: friends, new friends, size, ability, experience, interest, needs, birthdays and so forth.

3. Promote a variety of worthy outcomes from participation: skill, fun, fellowship, achievement, and new experience.

4. Recognize and plan for the fact that the entry level of students in the course is varied in terms of interest, ability, and needs. Provide appropriate objectives for each student. Positive self-concept needs success!

5. Promote cooperation and competition. Plan for these outcomes rather than expecting positive outcomes to magically occur. Reward occurrences of each by pointing out accomplishments, success, and progress, and give praise when deserved.

6. Promote enjoyment by planning challenging, enjoyable learning experiences.

CHAPTER FIVE

aesthetics

Photograph by Mark Kaczmarek

What Do You Mean By "Turning On?"

Sport, dance and other physical activities can potentially heighten sensation and awareness to increase the vigor and zest with which we illustrate the relationships between form and function. Experiencing aesthetically pleasing events is a human need, and this need can be met through movement experiences.

"Turning On" occurs when aesthetic values are satisfied. Most individuals have experienced or witnessed beauty in sport, exercise, play or dance. The value of this experience is enhanced by understanding gained through personal involvement in the activity, from observation, and from the study of culture.

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Humanities, Psycho-Social

Plan on having a good time

Plan on having a good time.

Enjoy the activity, have fun, plan on taking time to appreciate what you are experiencing. Simply working on goals is not much fun. If it's not fun, it won't be done, at least not for very long. Having a good time and getting caught up in the activity usually moves you toward your goals, because you are continually practicing.

Learning Activities:

1. Change rules of games for a novel change of pace. An exampie is playing volleyball with the net covered to prevent seeing the opponent.

2. Encourage the class to celebrate success and accept failure in its context. Set the example.

3. *Encourage celebrating the experience.* Celebrate having participated, having moved. Enjoy the bodily sensations of moving, stretching, twisting and testing. Smile inside, feel good for having been involved, for moving in your own unique manner.

What Can I Do While Participating?

Humanities

Aesthetic qualities of the human body contribute to appreciation of the content of sport, dance, plan and exercise

Aesthetic qualities of the human body contribute to appreciation of the content of sport, dance, plan and exercise.

The characteristics of muscle definition, symmetrical proportion, and unity contribute to aesthetic interpretation of the human body.

Learning Activities:

1. Plan for the student to develop an art form creation: poem, collage, sculpture, painting, and so on. Relate it to the activity of study.

2. Plan a picture contest of "athletic body beautiful." Students select a picture of an athlete in motion who in their opinion best displays the aesthetic qualities of the human body. Post these pictures. Have the class develop criteria to judge each on a 10 point scale. Have each student write down his rating.

3. Photograph members of the class in action. Post these photos. Develop criteria for judging. Have each student rate the aesthetics of the human body in motion. Give appropriate "fun" awards.

Humanities

Aesthetic appreciation and understanding may be activity-specific

Aesthetic appreciation and understanding may be activity-specific.

Both the athlete artist and the artist of athletes bring knowledge and understanding to the art form.

Learning Activities:

1. Post pictures of athletes in action from basketball, tennis, wrestling, gymnastics and a dance. Have the art department rate them. Have athletes who engage in those sports rate them. Let the class compare and discuss differences.

2. Allow students who are dancers teach a brief creative dance lesson to non-dancers. Reverse. Discuss feelings.

Humanities

Aesthetic interpretation is based on prior learning and cultural values

Aesthetic interpretation is based on prior learning and cultural values.

People are "turned on" for various reasons—some by strength, body contact, agility, speed, and so on. Aesthetic experience encompasses a series of values.

Learning Activities:

Develop a *Humanities* course. Plan a "parcourse for humanities." Include dance, strength, agility, risk, creativity, endurance, and manipulation stations. Expose students to all stations, allowing them to participate in those that they like.

Psycho-Social

Physical activity may be experienced as similar to a Zen state

Physical activity may be experienced as similar to a Zen state.

Zen sport teachers advocate the importance of detachment and loss of ego in the activity. The "inner game" notion is a manifestation of "the body over the mind."

Learning Activities:

1. Plan learning tasks which direct the learner to let the body take over from the mind. Example: Forget about the technique; concentrate on the goal. (Read: *The Inner Game of Tennis* by W.T. Gallwey, New York: Random House, 1974.)

2. Include aikido, yoga or other similar body control activities in your curriculum.

3. Provide "spirit-guidance." Help the students to conceive themselves in other dimensions of performance. Help them to dream of performing their favorite sports or dances in another environment.

4. Discuss peak experiences. Stress preparation, discipline, competence, anxiety, challenge and letting go. Urge students to develop their own programs to reach their dreams.

What Do I Do Afterward?

Humanities

Appreciating the relationships among art forms and movement depends upon theoretical and experiential study

Appreciating the relationships among art forms and movement depends upon theoretical and experiential study.

All movement resulting from dance, sport and exercise has the possibility of aesthetic content and form. Art forms and movement forms are dominated by a system of rules and conventions involving emotional excitement in participation, and both require creativity from participants.

Learning Activities:

1. Plan a movement art course which includes a beginning level for synchro-swimming, modern dance, gymnastics, and similar activities.

2. Plan creative movement experiences in dance, gymnastics, tumbling, exercise, swimming and so forth.

3. Plan a "rainy day" lecture demonstration with the art department.

Courtesy of Temple University

How Can The Teacher Help?

Too often aesthetic experiences are left to the dancer or gymnast. However, physical activity, sports, games, and exercise abound with aesthetic experiences. Teachers need to provide aesthetic experiences in all courses.

Here are some suggestions:

Curriculum

1. Provide a *Humanities* unit of study.

2. Include yoga, aikido or other Eastern body control movement forms.

3. Include dance, syncro-swimming, free exercise and other creative activities.

Instruction

1. Emphasize aesthetic experiences such as beauty of motion and of body, and peak experiences.

2. Include creative experiences whenever possible in any activity of study.

3. Plan interdisciplinary cooperation with the art department to bring knowledge and experiences to students.

CHAPTER SIX

coping

Courtesy of Seton Hall University

What Do You Mean By Surviving?

Survival or coping depends on many factors, especially in today's society where physical danger is often not as great as psychological danger. Survival may depend on strength, freedom from disease, psychological health, affiliation, cooperation, competitiveness, and a sense of joy and appreciation of beauty. Historically dance, sport and play have made significant contributions to the survival of the human race.

A strong, agile, beautiful body moving mechanically correctly and interacting with the environment and seeking achievable goals is indeed coping — surviving.

How Can Getting Ready Help Me?

Psycho-Social

Confidence enhances participation, health, good feeling, and can reduce injuries

Confidence enhances participation, health, good feeling, and can reduce injuries.

If you think you can, you have a better chance of being successful than if you don't. Doubt reduces the possibility of success. Confidence not only increases the odds for success, but reduces the odds for incorrect movement and the chance of being injured.

Learning Activities:

1. Plan the practice mentally before practicing skills. Students should review in their minds the sequence and timing of the skill before performing.

2. Plan visualization practice. Encourage students to "see" themselves performing the skill correctly and achieving the skill goal. Plan several repetitions. Stress letting the body "take over."

3. Self-direction, cooperative learning and self-monitoring are powerful sources for enhancing positive attitudes. The teacher's role is to provide support and encouragement, to reward effort and to provide specific recommendations for improvement. Flinching or partial effort in either jumping or hurdling can lead to injury. It is recommended to reduce the degree of difficulty in these activities until students develop confidence.

Humanities and Psycho-Social

Increased body and environment awareness, familiarity and control improves performance and enhances the quality of life

Increased body and environment awareness, familiarity and control improves performance and enhances the quality of life.

Awareness of bodily functions and sensations (breathing, strength, balance, fatigue, heart rate, smell, focus, and so on) increases personal familiarity. Familiarity with bodily sensations and environmental factors increases confidence and control. Control of bodily functions and familiarity with environmental factors increases confidence and helps reduce anxieties.

Learning Activities:

1. Plan body awareness experiences:

a. *Before performing.* Ask students to concentrate on how various parts of their bodies feel: tense, tingling, relaxed, hurting, strong, or weak.

b. *After performing.* Suggest to students: "Listen to your breathing. Feel your pulse in your ankle, neck, and other body parts. Track your heart rate for 1 minute to 5 minutes, and your breathing rate. Wipe your sweat. Notice where it forms. Check your balance. It is better or worse? Notice your body heat. How long does it take to cool off? Do you feel fatigued? Describe it. Do you feel strong? Describe it."

2. Plan environment awareness experiences:

a. *Before performing.* Ask students to observe space. Look for obstacles. Imagine moving rapidly and stopping before colliding. Notice glare, surface ceilings. Run toward various obstacles with game objects or implements. Stop short of a collision. Listen to sounds of voices, pounding feet and moving objects.

b. *While performing.* What are the environmental factors? Is there wind, sun, grass, concrete? Ask students to plan a strategy to master the environment. Try it out.

c. *After performing.* Analyze strategy. What helped? What hurt?

Humanities, Exercise Physiology, Motor Development, Psycho-Social

Take pride in your uniqueness

Take pride in your uniqueness.

No two people are the same. Individual size, shape, growth rate, age, family background, and experiences contribute to unique abilities, interests, needs, motives and goals. Take pride in the fact that you are one of a kind, and that what you enjoy and do well is uniquely yours.

Learning Activities:

1. Ask students to identify unusual sport skills. Invite them to explain the sport. Ask if they would like to plan a lesson for those interested.

2. List all curricular activities on separate charts. Invite students to list their names on activities which they believe are "theirs."

3. Discuss sports which require specific body size, shape, strength, flexibility, or agility to perform well. In which ones does body size not matter?

4. Place world map on bulletin board. Identify countries which produce outstanding teams or athletes in selected sports, or where unusual sports or games are performed.

5. Once all of the positions and skills have been covered and the students have participated in several game situations rotating teams and positions, students should be permitted to select one or two positions on which to concentrate for the remainder of their practice and game time.

Exercise Physiology

Know what is expected, what you can do and need to do

Know what is expected, what you can do and need to do.

Know what standards of performance are expected. Know your own capabilities, and what you need to do to perform to capacity.

Learning Activities:

1. *Reduce negative consequences.* Eliminate uniform expectations and goals for everyone. Eliminate embarrassing activities and those with a high probability of failure. Emphasize activities which involve everyone, not just natural athletes.

2. Allow students to identify desired skill level. Give a pretest. Set various levels of skills such as beginner, intermediate, advanced.

3. Develop practice stations for various skills. Post practice tasks and levels. Allow students to plan what and how much they will practice.

Humanities, Motor Development

Celebrate effort

Celebrate your effort.

Celebrate your effort — the fact that you are participating, working, stretching and trying. Reward your efforts for just having participated. Enjoy moving, the stretching of muscles, the working of the heart and lungs, the cleansing and cooling of sweat. Enjoy the aesthetic and qualitative dimensions of moving, the grace and beauty of running, jumping and throwing. Celebrate while participating, feel good, smile inside and all over.

Learning Activities:

1. Encourage teams to develop a team cheer. Use it to celebrate playing.

2. Plan expressions of the joy of movement experiences, such as writing a poem, taking photographs, making collages. Share these with the class.

Psycho-Social

Seeing improvement is rewarding

Seeing improvement is rewarding.

Short and long term goals can serve as incentives for getting through difficult activities. Doing less than you think you can, not really pushing yourself, reduces the pain and discomfort which discourage further participation. Continuous moderate participation will increase what you think you can do.

Learning Activities:

1. Post charts or develop a method to encourage students to keep a record of performance, in order to facilitate the fun of seeing improvement.

2. Discuss with the class the time it takes to effect improvement. Ask them to plot how long it will take them to reach a short term and long term goal.

Psycho-Social

Optimal arousal level activities are necessary for survival

Optimal arousal level activities are necessary for survival.

Participants need activities which offer *optimal* psychological arousal—that are not too stressful or too boring. Arousal levels differ from student to student as do stress levels. What may be boring for one may be too stressful for another.

Learning Activities:

1. Plan a relaxation or biofeedback unit to help students learn to read body symptoms of stress and natural ways to cope with it.

2. Include relaxation exercises as part of the daily lesson.

3. Provide a selection of activities that will offer arousal experience and/or a serene experience.

4. Have students analyze the physiological responses to fear and how they can challenge themselves at a productive level.

Psycho-Social

Individuals differ in their stimulation and pain tolerance

Individuals differ in their stimulation and pain tolerance.

Some people seek situations which reduce the intensity of their own sensory input, while some seek augmentation.

Courtesy of Northern Arizona University

Learning Activities:

1. Choice should be given to students to enroll in courses offering more or less skill demand, fast or slow pace, high or low risk, fatigue or ease, high competition, simple or complex strategy. A single program will not serve all students.

2. Develop an activity arousal preference chart, and ask students to complete it. Post class results. Discuss.

Exercise Physiology

Exercise can prevent or treat hypokinetic disease, and help to bind minerals into bones and connective tissues

Exercise can prevent or treat hypokinetic disease, and help to bind minerals into bones and connective tissues.

Hypokinetic disease is beginning at earlier ages than formerly. Symptoms are often identified in young adolescents. As children mature the bone ossification places stress on bones by the pull of muscles and gravity.

Learning Activities:

1. Discuss the risk factors for cardiorespiratory disease. Have the students determine their chances of developing this problem. Test their degree of body fat, aerobic and anaerobic capacity, and their blood pressure. Let the students discuss the effect of their present physical condition on future health.

2. Have the students study the effects of weightlessness on the astronauts. How was gravitational pull simulated? What did the astronauts have to do to keep the minerals from being sloughed from the bones. How did students feel when getting out of bed after an extended illness?

Exercise Physiology

Overall training for emergencies is desirable

Overall training for emergencies is desirable.

One never knows when one must cope with unforeseen emergencies which require one to run, lift, climb, push, pull or carry. The body must have reserve endurance and strength to meet these emergencies.

Learning Activities:

1. Identify several things outside the sport world which require strength to perform.

2. Ask students to lift several things, like a ten-foot ladder, an automobile tire, a snow blower or power mower, a bag or two of groceries (about seven pounds), a young child, or anything

which is quite often lifted in normal life. Ask them to determine if they can lift these objects, and how heavy they feel. Have a student remove an auto tire from a simulated auto trunk, hold it up as if to a wheel, line the tire up and place it on the wheel. Have students discuss the roll of fitness in emergency situations.

What Can I Do While Participating?

Kinesiology

Carry a load as near the center of gravity as possible. Leaning the body away from the load counteracts the pull of the load

Carry a load as near the center of gravity as possible. Leaning the body away from the load counteracts the pull of the load. A weight is more easily managed if it is counterbalanced equally on either side of the body or is centered within the body's base.

Learning Activities:

1. Have the student carry a heavily weighted suitcase in one hand an appreciable distance. What counteracting movements does the body make? Have students carry two suitcases with half the weight of the original in each hand. Discuss how balance is retained, and what are the counterbalancing forces.

2. Fill a backpack with sand (about twelve pounds). Let the students carry it in front of them, then placed on the back. Which is easier? Why?

Kinesiology

Apply force near the center of gravity of the object and in the desired direction

Apply force near the center of gravity of the object and in the desired direction.

If the force is not applied through the center of gravity the object will rotate and force will be wasted. Often heavy objects have to be moved. If this is not done properly, muscular or joint injury may occur.

Learning Activities:

1. Using a football sled or automobile, have the students experiment with efficient positions to move the object by *pushing.*

2. Have students *pull* the sled, experimenting with different body positions, and various heights for their centers of gravity.

3. Have students push a lawn mower and analyze the angle the handle should be in for best leverage, and how this is related to each student's height.

Kinesiology

Reduce friction as much as possible

Reduce friction as much as possible. To increase force for pulling, use muscles which yield maximum force, and apply the force in the direction you wish the object to move.

There may be times when unforeseen events demand quick action and automatic response. Practice in learning and applying the above concept can lessen the trial-and-error process when quick action is needed.

Learning Activities:

Have students imagine a fire in a home. A family member has been overcome by smoke, and the student wishes to drag the victim out. Have the student practice crawling low to the floor. The "victim" can be simulated by using a tire or another student. Have the student try pulling the victim over the floor or rug, then place the victim on a sheet or blanket for dragging. Which is easier? Practice keeping the pull horizontal. Compare this to a vertical pull.

What Do I Do After Participating?

Humanities

Movement activities provide a vehicle for deeper self-understanding

Movement activities provide a vehicle for deeper self-understanding.

Dance, sport and play are important human experiences. They serve to assist people toward self-renewal through combining freedom with disciplined order.

Learning Activities:

1. Plan a rainy day talk by a history or English literature faculty member. Talk should feature essays, poems, and stories on the role of sport, dance and play throughout history.
2. Plan moments for student introspection concerning the value of a lesson in terms of personal meaning and self-understanding.
3. Have students create a solo modern dance depicting a personal need.
4. Plan a sport appreciation unit. Study the Olympics.

What Can The Teacher Do?

The teacher can plan, teach and conduct learning experiences which will (1) build a strong, flexible and mechanically coordinated body, (2) develop a positive self-concept, (3) create personal meaning and (4) produce a self-actualized person. These attributes are necessary to cope — to survive.

Here are some suggestions:

Curriculum

1. Help students survive by designing a curriculum that contributes to the their total development and creates a meaningful learning experience.

2. Organize the curriculum to allow maximum choice. If the courses are well planned and taught — students can be trusted, with a minimum of guidance, to seek what is good for them.

Instruction

1. Remember that physical education is more than skill acquisition — more than fun. It has a body of knowledge that should be learned to serve the student in the life ahead. Plan to teach it!

2. Be brave. Break away from the "traditional approach" to physical education. Students will emulate your enthusiasm, or your lack of it. Students do want to know "why sweat it?" Tell them! Help them learn!

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appendix

Sample Task Sheets

Track and Field

PRINT NAME _____ _____ _____ _____
LAST FIRST DATE PERIOD

CONTRACT

I will select at least 4 different events to work on in Track and Field. I will select at least 2 different running events and 2 different field events. NOTE: It is OK to work on more than 5 events but it is more difficult to improve.

I want to work on the following: (check your task sheet)

1. RUNNING EVENTS:	Best Time	2nd Best	Initial Goal	Mid Check	New Goal	End of Unit
1.						
2.						
3.						

Personal Commitment: _____

_____

2. FIELD EVENTS:	Best Effort	2nd Best	Initial Goal	Mid Check	New Goal	End of Unit
1.						
2.						
3.						

Personal Commitment: _____

_____

3. I will be responsible for demonstrating proper flexibility and warmup exercises, recommended skill techniques, and safety precautions.
4. I will work together with other students to help them and at the same time request their assistance.
5. I will be responsible for keeping a record of my activities to illustrate that I am working on my goals. I will record my activities at the end of each day.
6. I will evaluate myself at the end of the track and field unit on my effort, participation, improvement, cooperation and care of equipment.

_____ _____
SIGNATURE DATE

NOTE: The track and field final evaluation is on the other side.

Prepared by: Donald Bethé, California State University, Northridge.

Track and Field

PRINT NAME _____ _____ _____ _____
LAST FIRST DATE PERIOD

TASK SHEET

I will participate in each of the following activities and record my effort in order to determine (1) where I am, (2) what I would like to work on, and (3) what I would like to be able to do.

1. TRACK-RUNNING EVENTS

A. SPRINTS

	Best Time	End Goal
50 yds.		
100 yds.		
220 yds.		

B. LOW HURDLES

	Best Time	End Goal
50 yds.		
100 yds.		
220 yds.*		

C. MID DISTANCE

440 yds.		
880 yds.		
1500 yds.		

D. DISTANCE

1 mile		
2 miles		
5 miles*		

E. Relay—Get together with 3 other students and practice Baton Passing, then time yourselves for either a 200 yard (4×50) or 400 yard (4×100) relay.

Teammates: _____ _____ _____

Distance: _____ Best Time: _____ End Goal: _____

2. FIELD EVENTS

A. JUMPING EVENTS

	Best Effort	End Goal
Standing Long Jump		
Running Long Jump		
High Jump		
Hop Step & Jump		
Pole Vault*		

B. THROWING EVENTS

	Best Effort	End Goal
Softball Throw		
Shot Put (wt.)		
Discus*		
Javelin*		
Hammer*		

3. I will work together with others to help them experience all of the track and field events on this task sheet. I will help set up and take down equipment, take times, record efforts, and assist and encourage others to do their best.

4. I will fill out the self evaluation on the back of this task sheet when I complete the events listed above.

5. After completing the above and the evaluation sheet on the back, I will fill out a track and field contract to identify what I would like to work on in track and field.

*Optional

_____ _____
SIGNATURE DATE

Prepared by: Donald Bethé, California State University, Northridge.

Track and Field

PRINT NAME _____ _____ _____ _____
LAST FIRST DATE PERIOD

MID-TERM EVALUATION

Answer all of the questions as honestly and completely as you can.

1. What three track and field activities did you *enjoy the most?* Explain why:
2. List four *safety rules* you feel are important:
3. What events were *most difficult* for you to learn or improve? Why?
4. How important is it for you to do well, to improve and work hard in *running events?* Check one and explain:
   - ☐ very important because: _____
   - ☐ important _____
   - ☐ not very important _____
   - ☐ wish I didn't have to participate _____
5. How important is it for you to do well, to improve and work hard in *field events?* Check one and explain:
   - ☐ very important because: _____
   - ☐ important _____
   - ☐ not very important _____
   - ☐ wish I didn't have to participate _____
6. Did you *work hard* to attempt and experience all the track and field events on the task sheet (over)? _____ Explain:
7. What *percentage of time* do you feel that you participated and practiced in the track and field activities? Explain:
   ☐ 90–100% ☐ 80– 90% ☐ 70–80% ☐ Less than 70%
8. Did you *dress and arrive on time* to class? Explain:
   ☐ all the time ☐ some of the time
   ☐ most of the time ☐ not very often
9. Did you make an effort to *get along* with everyone? Explain:
   ☐ all the time ☐ some of the time
   ☐ most of the time ☐ not very often
10. In what ways did you *help* your classmates and teacher?
11. Did you *help* with the equipment? _____ Explain:
12. How would you *evaluate* your participation and performance for this portion of the class? Evaluate participation, effort, improvement, cooperation and self-direction:

A = Excellent	Participation	_____	= _____
B = Very Good	Effort	_____	
C = Good	Improvement	_____	
D = Fair to Poor	Cooperation	_____	
F = Unacceptable	Self-Direction	_____	

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Track and Field

PRINT NAME _____ _____ _____ _____
LAST FIRST DATE PERIOD

FINAL EVALUATION

Answer all of the questions as honestly and completely as you can.

1. What was the best experience or most valuable part of this class?

2. I think Track and Field is _____

3. List 8 track and field events:

TRACK EVENTS	FIELD EVENTS
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

4. List 4 safety rules you feel are important in your events.

5. What events were most difficult for you to learn or improve in? Why?

6. Give any comments or suggestions you feel would help to improve this class.

7. Would you like to have this activity again as an elective?

8. Did you work hard to learn and improve in your events? Are you proud of your efforts?

9. Did you come close to or exceed your desired goals?

10. What percentage of time do you feel that you participated and practiced on your events?
Track _____ Field _____ Why?

11. As a result of this class I need to or want to work on:

12. Did you help someone else reach their goals? Explain how.

13. Did you make an effort to get along with everyone?

14. Did you help with the equipment?

15. Did you dress and arrive on time to class?

16. What grade do you feel you deserve in this unit? Consider your attitude, participation, effort, improvement, performance, cooperation and self-direction.
Grade _____ Explain:

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Tennis

PRINT NAME _____ _____ _____
STUDENT INSTRUCTOR DATE

BALL BOUNCING

LEARNING OBJECTIVES: The student will be able to develop racquet control and improved eye-hand coordination.

DELIVERY SYSTEM (all are optional)	Attempted	Completed
1. Read page 43 of *Tennis*, by Athletic Institute	☐	☐
2. Observe scheduled class presentation	☐	☐
3. Plan your own	☐	☐

PRACTICE (required)

1. Holding the racquet with the forehand grip, bounce the ball by hitting it with the racquet to the ground 50 times in succession.	☐	☐
2. Holding racquet with forehand grip, turn racquet upward and bounce ball in the air 25 times without an error.	☐	☐
3. Holding the racquet in the forehand grip, alternate bouncing the ball up and down (5 times up and 5 times down) until you can do 50 without error. (5 × 10 up and 5 × 10 down)	☐	☐

ASSESSMENT:

Successful completion of Practices 1, 2, 3 above

Testimonial:

_____ _____
SIGNATURE DATE

Comments:

Prepared by: Helen Heitmann and Marian E. Kneer, University of Illinois, Chicago Circle.

Tennis

PRINT NAME _____ _____ _____
STUDENT FACILITATOR DATE

BASIC SERVE

LEARNING OBJECTIVE: The student will be able to place a serve with fair speed in the proper opponent's service court during a tennis game.

DELIVERY SYSTEM (all are optional)	Attempted	Completed
1. Read and study pages 24-31 of *Tennis*, by Athletic Institute	☐	☐
2. Observe scheduled class presentation	☐	☐
3. View loop film on the serve in the library	☐	☐
4. Discuss with friend, classmate or facilitator	☐	☐
5. Read selected recommended books	☐	☐
6. Plan your own.	☐	☐

TRANSACTIONS (practice):

1. With two balls in your tossing hand, take proper serve position with service grip. Execute 25 complete practice-swings coordinating the movement of your "ball hand" with the motion of the swing. Do not toss the ball or hit it. Concentrate on proper form and coordination.	☐	☐
2. Take service position while holding one ball in tossing hand and the racquet with service grip. Toss up ball above tossing hand shoulder and catch it. (10 times)	☐	☐
3. Repeat #2 and coordinate the toss with the service backswing. (10 times) (15 out of 20 times accurately)	☐	☐
4. Stand behind baseline, facing fence in service position. Serve 15 serves into the fence which hit in a target area of four square feet, three feet above the ground.	☐	☐
5. Stand behind baseline facing the net and serve 20 serves into each service court, 10 that have a downward angle and reasonable speed.	☐	☐
6. Plan your own.	☐	☐

ASSESSMENTS: (Attempt to complete by 4th week)

1. Demonstrate to facilitator, friend or classmate your service stroke form that approximates the models in books, films, demonstrations (check if ok).

☐ Preparation position
☐ Accuracy of toss
☐ Backswing
☐ Coordination of toss and backswing
☐ Forward stroke
☐ Arm extension
☐ Contact Point
☐ Follow through

Approved _____ _____ _____
OBSERVER DATE

2. Completion of serve test (copy attached) must achieve 5/10=C; 6/10=B; 7/10=A in no more than 2 trials.

Score _____ out of 10

Testimonial _____ _____ _____
FACILITATOR DATE

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Tennis

PRINT NAME _____ _____ _____
STUDENT FACILITATOR DATE

FOREHAND AND BACKHAND DRIVING

LEARNING OBJECTIVE: The learner will be able to judge the speed, direction, bounce and angle of an oncoming ball in order to be in position to return the ball with the best possible stroke to a specific area of the opponent's court.

DELIVERY SYSTEM (all are optional)	Attempted	Completed
1. Read pages 14 and 20 in *Tennis* by Athletic Institute	☐	☐
2. Observe scheduled class presentation	☐	☐
3. View loop film "forehand and backhand variations" in library	☐	☐
4. Discuss with friend, classmate, or facilitator	☐	☐
5. Read selected recommended books	☐	☐
6. Plan your own	☐	☐

TRANSACTIONS (Practice)

1. Stand in ready position midway between baseline and service line. Return 20 out of 30 balls tossed alternately to your forehand and backhand.
2. Repeat #1 but with balls tossed far enough away from you that you have to take a few steps to reach ball. Return quickly to receiving position after each stroke. Hit 10 out of 20 successfully.
3. Rally with another player at least 4 successful returns, including 1 or more backhands.
4. Plan practice of your own choosing.

ASSESSMENTS:

Rally with another player until you can hit 10 successful returns, including 3 or more backhands.

Testimonial _____ _____
PARTNER DATE

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Beginning Golf

PRINT NAME _____ _____

NAME OBSERVER

_____ _____ _____

DATE CLASS TEACHER

_____ _____

EQUIPMENT FACILITY

ERROR ANALYSIS

To the student:

These tasks may be performed and evaluated by yourself or evaluation may be done by an observer. Place an X for those skills performed perfectly and an O if an error occurred for each trial. Where comments are called for, write an analysis of the error or correction which will assist in performing the skill correctly.

TASKS	# X's 1	2	3	4	5	6	7	8	9	10
1. Pick up and grip club—address ball										

Error Analysis:

Redo Task #1.

Key: Incorrect (I), Correct (C)

	1	2	3	4	5	6	7	8	9	10
2. Swing club rhythmically without ball. Begin each swing with address.										
A. Backswing										
B. Top of backswing										
1. wrists										
2. left elbow										
3. right elbow										
4. head										
5. center of gravity										
C. Downswing										
D. Impact										
1. club head										
2. wrists										
3. head										
4. center of gravity										
E. Follow through										
F. Top of Follow through										
1. wrists										
2. left elbow										
3. right elbow										
4. center of gravity										
5. head										
6. grip										

3. Comments regarding major errors and corrections:

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Beginning Golf

PRINT NAME _____ _____

NAME OBSERVER

_____ _____ _____

DATE CLASS TEACHER

_____ _____

EQUIPMENT FACILITY

ERROR ANALYSIS

To the student:

Perform the following tasks while an observer evaluates your skills. The observer should indicate to the best of his ability the effectiveness of the swing and correctness of the motion, and with the performer decide how the errors should be corrected.

TASKS

1. Grip:	Poor	Aver.	Cor.	Comments
Right Hand				
Palm				
Fingers				
Left Hand				
Fingers				
Palm				
Placement on club				
Integration of hands				
2. Stance and balance				
Position of body in relation to ball				
Feet				Open, Closed, Toeing out

3. Sequantial body movement:	Key: Incorrect (I), Correct (C) Back Swing	Down Swing	Impact	Follow through	Comments
Feet					
Knees					
Hips					
Waist					
Shoulders					
Wrists					
Left Arm					
Right Arm					
Head					
Center of gravity					

4. Rhythmic Swing	Poor	Aver.	Correct	Comments
Backswing				
Downswing				
Impact				
Follow through				

5. Path of swing Square, Inside-out, Outside-in

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Beginning Golf

PRINT NAME _____ _____
NAME OBSERVER

_____ _____ _____
DATE CLASS TEACHER

_____ _____
EQUIPMENT FACILITY

SHOTMAKING

To the student:

These tasks may be performed and evaluated by yourself or evaluated by an observer. Place the appropriate symbol for each trial and comment on the errors, where called for, on each task.

TASKS

1. Place a ball on the mat; hit it. Type of swing
   A. Note flight of ball
   Use S (Slice), H (Hook), Pu (Push), Pl (Pull), T (Top), M (Miss), X (Perfect) Hi (Too high), Lo (too Low).
   B. Is there consistency?
   Which error occurs most frequently?

# of X's

1	2	3	4	5	6	7	8	9	10

2. Evaluate swing and correct errors—Practice swing without the ball.

3. Place ball on mat; hit it.
   A. Note flight of ball
   (Use key above)
   B. Is there improvement?

1	2	3	4	5	6	7	8	9	10

4. Evaluate swing—Correct errors—work on the incorrect part.
   Indicate major error in space at right.

5. Re-establish whole swing.

6. Place ball on mat; hit it.
   A. Note flight of ball
   (Use key in #1A)

1	2	3	4	5	6	7	8	9	10

7. Work on skill improvement.

8. Place ball on mat; hit it.
   A. Note flight of ball
   B. Errors occurring?

1	2	3	4	5	6	7	8	9	10

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Golf

PRINT NAME _____
NAME

_____ _____ _____
CLASS HOUR DATE

DIAGNOSIS OF SKILL LEVEL

Directions: Please answer the questions below as accurately as possible. Your answers will be helpful to plan ways to help you learn golf.

QUESTIONS	Yes	Some	No
1. Have you ever played golf?	☐	☐	☐
2. Have you ever hit a golf ball?	☐	☐	☐
3. Have you ever been given golf instruction?	☐	☐	☐
4. Are you looking forward to learning golf?	☐	☐	☐
5. Do you consider yourself skilled in sports?	☐	☐	☐

If you answered *yes* or *some* to questions 1, 2, or 3 please rate your ability and knowledge of the golf skills below:

SKILL/KNOWLEDGE	Beginner	Amateur	Pro	Comments
1. Pitching	☐	☐	☐	_____
2. Putting	☐	☐	☐	_____
3. Driving	☐	☐	☐	_____
4. Grip	☐	☐	☐	_____
5. Approach	☐	☐	☐	_____
6. Chipping	☐	☐	☐	_____
7. Rules	☐	☐	☐	_____
8. Strategy	☐	☐	☐	_____

What kind of assistance would be most helpful to you in this class? (Check)
☐ Drills ☐ Teacher demonstration and instruction ☐ Work on own ☐ Help from classmates
☐ Analysis of pictures ☐ Other

(You may check more than one. If you checked Other please explain.

Prepared by: Marian E. Kneer, University of Illinois, Chicago Circle.

Basketball

PRINT NAME _____ _____ _____
NAME PARTNER'S NAME GRADE

DRIBBLING

TASKS	Attempted	Completed
1. Dribble forward 20 steps Look for: Height of ball . . . hip high Elasticity of palm Eyes not on ball	☐	☐
2. Dribble sideways 10 steps. Look for: Same as above.	☐	☐
3. Dribble with 'weak' hand. Look for: Same as above.	☐	☐

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Basketball

PRINT NAME _____ _____
PASSER OBSERVER

_____
OBSERVING

PASSING AND SHOOTING

1. Work in pairs

   Observers
   Passers
   Guards

2. *Observers,* write the name of the passers you are watching after "passers" above. Give the passer this sheet when you are finished.
3. *Guards,* do not be too aggressive. This task is practice for passing and shooting.
4. *Passers,* make at least 3 passes before shooting. After shooting, go back to the center circle for your next trial. After your 6th trial, get your rating sheet from the observer.
5. *All.* Rotate around, each pair taking a turn as an observer, passer, and guard.

TRIALS	1	2	3	4	5	6	Comments
Baskets made							
Good Passes							

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Basketball

PRINT NAME _____ _____ _____
STUDENT STARTING DATE INDIVIDUAL PROGRAM

SHOOTING

In developing better shooting the following are important.

A. Accuracy from any place around the basket

B. Accuracy from various body positions

C. Accuracy from various distances

D. Accuracy combined with the speed of shooting.

The following program provides you with specific exercises in graduated order to help you improve in these four aspects.

TASKS	Level 1	Level 2
1. Set shot from foul line	3 out of 10	5 out of 10
2. Set shot from 45 degrees right (foul line distance)	3 out of 10	5 out of 10
3. Set shot from 45 degrees left (foul line distance)	2 out of 10	5 out of 10
4. One-handed on-the-run shot from free throw line (dribble in from center circle.	2 out of 10	5 out of 10
5. As many layup shots as you can in 60 seconds	12	20

Circle the tasks that you achieved.

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Basketball

PRINT NAME _____ _____
STUDENT DATE

PLAYMAKING

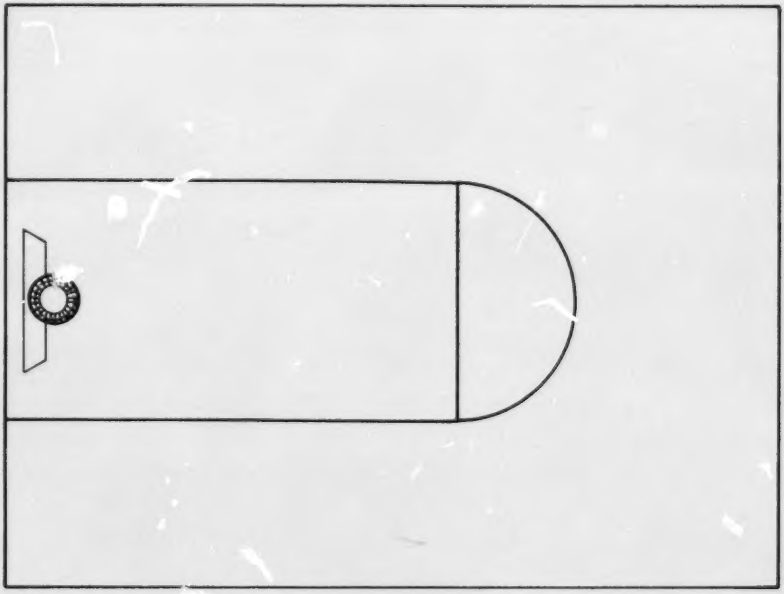
When you are playing, you often must outwit your opponent. Select one of the two problems listed and design a play to solve it.

☐ Play to score against a zone defense.

☐ Play to score against a man to man defense

Description:

Key: O = Offensive player
X = Defensive Player
- - - Passes
___ Player movement
~~~ Dribble
→ Screen



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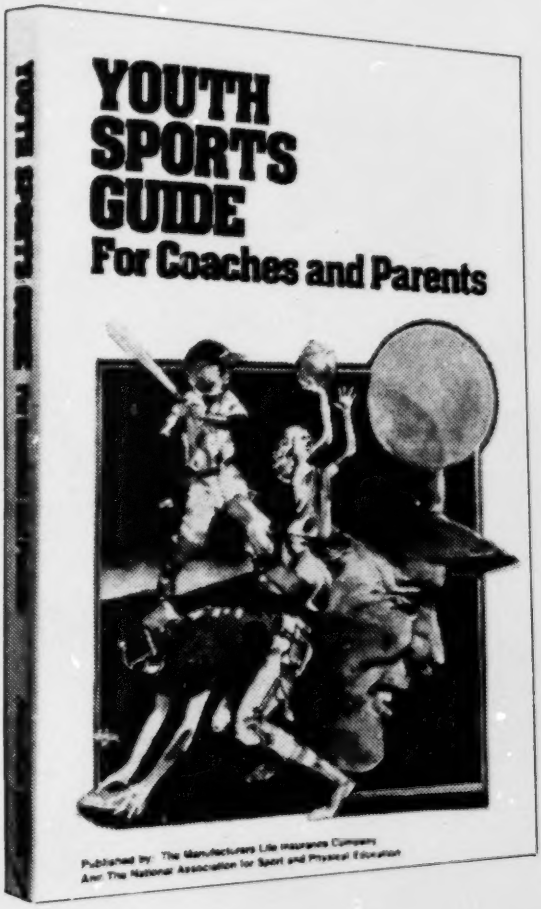
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